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ABSTRACT

Intended for persons involved in training mentally retarded individuals for placement in community-based competitive jobs, this manual describes job training and development procedures used at Virginia Commonwealth University through Project Employability and the Rehabilitation Research and Training Center. The supported work approach to competitive employment described in the manual involves highly structured job placement, individualized job site training after placement, and systematic methods for assuring job retention. The information on the training and evaluation activities contained in the manual is designed to increase the success of job trainers or coordinators in helping the severely handicapped worker to acquire and maintain a competitive job. Following a general introduction on the use of the manual, individual chapters deal with job development, client evaluation, job placement, job site training, ongoing assessment and follow-along, and time management for the job trainer. A glossary of terms and a list of resources (written and audio-visual) are included along with blank forms for such purposes as client vocational assessment, job analysis, contact with potential employers, and progress reports. (CB)

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THE SUPPORTED WORK MODEL OF COMPETITIVE EMPLOYMENT FOR CITIZENS WITH SEVERE HANDICAPS:

A GUIDE FOR JOB TRAINERS

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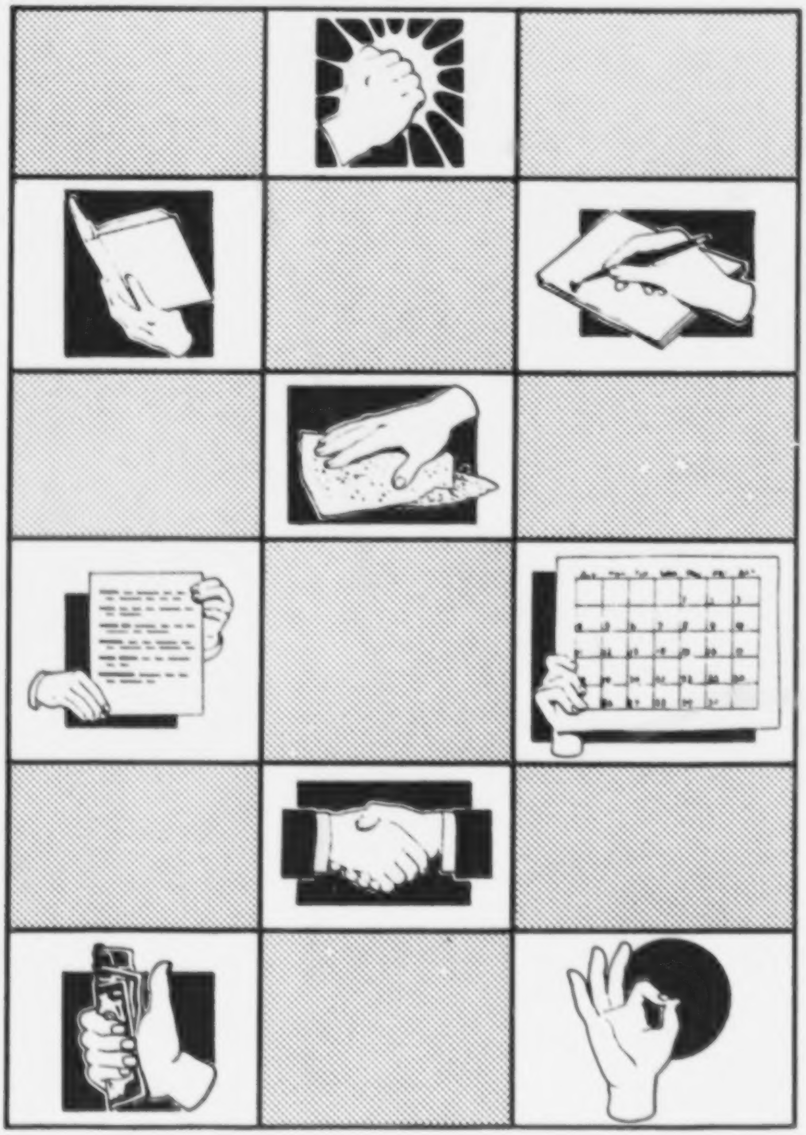

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May, 1986 (Revised)

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Acknowledgments

Although this procedural guide was compiled by the Training Division staff of the Rehabilitation Research and Training Center (RRTC), credit must be given to a number of people who have worked diligently on refining this rehabilitation approach over the past several years. All current and some former members of the RRTC staff have contributed directly to the materials in this monograph.

We are particularly grateful to the assistance provided by Paul Wehman, RRTC Director, and to Janet Hill and Mark Hill, former directors of the RRTC Research and Employment Services divisions, respectively. The material in this guide is based on the earlier and on-going work of these three "pioneers." Credit for initially conceptualizing this process must be given to Paul and Janet. In turn, Mark is responsible for development of many of the corresponding forms provided herein. All three have worked together to continually update and refine the idea and the methodology.

The job trainers who have worked on Project Employability and the RRTC Employment Services Division have also contributed directly to the development of this guide. Former job trainers Julian (Buck) Pentecost and Cynthia Ponder spent many hours "talking through" the process with us. Buck was particularly helpful in drafting the chapter on job site training, especially the section on advocacy. Suggestions from Pam Pendleton, Connie Britt, and Rhonda Eller were also included.

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An Introduction to the Use of this Manual

This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center. The manual is in no way meant to be an all inclusive source of information on the supported work model of training competitive employment to citizens who are mentally retarded. It is simply a procedural guide for professionals who wish to implement this job training approach. Readers are encouraged to refer to the resource guide in the back of this manual for other sources of information.

Readers should also note that there are many approaches to training citizens with disabilities, as well as many employment options other than competitive jobs. By competitive jobs we mean regular jobs in the community that are typically filled by nondisabled citizens and which pay at least minimum wage. Such jobs may or may not offer benefits and can be full or part-time positions. We often refer to competitive employment for citizens with moderate and severe retardation as "supported work" because clients who are placed into regular jobs receive intensive training and continual staff support for as long as necessary in order for them to maintain employment. The term "supported employment" refers to other types of paid work which are not described in this manual such as sheltered enclaves, mobile work crews, special industrial programs, and other creative approaches to improving paid job opportunities for the historically unemployed severely handicapped population.

A supported work approach to competitive employment involves highly structured job placement, individualized job site training after placement, and systematic methods for assuring job retention. This model is appropriate for large numbers of handicapped individuals in both school and community service programs and has proven to be a viable rehabilitation alternative for persons unable to gain entrance to traditional school vocational education or post-school rehabilitation agency sponsored training programs. In fact, many workers in regular jobs trained with a supported work approach were previously turned down by sheltered workshops or day activity centers.

The supported work model possesses several key features that distinguish it from other approaches to job placement. In contrast to less intensive job placement approaches such as the "job club" or selective placement, the supported work model relies on a comprehensive approach to job placement which actively deals with the non-work related factors that often stand as barriers to employment, e.g., parental concerns. Another key difference between a supported work approach and other approaches is the extensive application of job site training and advocacy procedures. This emphasis allows persons to be placed who do not possess all the necessary work or social skills required for immediate job success. This represents a significant departure from traditional placement approaches that require the person to be "job ready" before placement can occur and alternative approaches that train a person to a specific level of mastery within a training environment prior to a final placement.

Other distinguishing features of the supported work model are its commitment to long term assessment of worker performance and delivery of job retention and follow-up services. In sharp contrast to rehabilitation programs that typically provide follow-up services for several months, workers within the supported work model may receive systematically planned job retention and follow-up services for many years after initial placement. Finally, the supported work model is perhaps unique in its identification of a single "job trainer" or "job coach" who is responsible for all facets of the placement, training, advocacy, assessment, and follow-up process. Rather than utilizing professional staff who specialize in a single aspect of the placement process, reliance upon a job trainer greatly enhances continuity across all phases of the placement and follow-up process.

To date, we at Virginia Commonwealth University have used the supported work model to place and train over 214 workers into competitive jobs in the Richmond and Virginia Beach, Virginia metropolitan areas. The mean employment time for these individuals is 21 months. The median measured intelligence quotients of these workers is 49; a majority (51%) are labeled moderately mentally retarded and 48% have a secondary handicap. A significant number were denied entry into sheltered workshops and were evaluated by service agencies and determined to be "unemployable". Most of the jobs that our workers are holding involve food service and custodial work in hotels, hospitals, and restaurants. We are aware, however, that the model is appropriate for training other jobs such as industrial positions, farm labor, and high-technology or computer related work. The types of jobs developed will depend on the community you live in and the functioning level of your workers. A goal of everyone in the rehabilitation field should be the development of diverse competitive job options for citizens with moderate and severe handicaps. We also believe that citizens with handicapping conditions more severe than those of most of our workers previously placed in jobs can be successful in certain competitive jobs when a supported work approach to training is used. The RRTC and other research and training programs are just beginning to develop the methodology for training the more severely disabled worker within the framework of a supported work approach. In addition, the job coach model is being used to train individuals with disabilities other than mental retardation (e.g., persons with psychiatric impairments and head injuries).

The process of implementing a supported work approach to competitive job training which is outlined in this manual will be helpful to special and vocational education teachers, rehabilitation counselors, sheltered workshop and day activity center staff, and any other professionals, parents, or volunteers who are involved directly or indirectly in job training for citizens with handicaps. Such factors as the functioning level of the workers, staff competence and ratio, type of community (rural versus urban), and nature of community service provision will determine some modifications or expansion within each phase of the process. For example, the job site training of workers who are severely retarded or multiply handicapped will probably require a more stringent and behavioral approach to initial training and fading of assistance than is described here. However, the basic sequence of events for placement, training, and follow-up will remain the same regardless of the degree or nature of handicapping condition.

The chapters in this manual, including job development, worker assessment, job placement, job site training, and follow-up, represent the activities that a job trainer or job coordinator (terms used synonomously) must be able to accomplish in order for his/her worker with severe handicapping conditions to get and hold a competitive job. The chapter on staff and time management, the glossary of terms, and the resource guide provide additional information for implementing the supported work model. Furthermore, in order to help illustrate the use of the many forms described throughout the manual,we have included completed forms at the end of each section containing information on one of our workers whom we will refer to as Tom. A brief case history of Tom is provided at the conclusion of this introduction. We have also provided blank forms although we have found that most job trainers need to adapt forms to meet the needs of their individual training programs. We at the RRTC are continually updating the format or changing the number of forms used in our job development, placement, training, and follow-up activities. However, readers are welcome to make copies of the forms provided in this manual or to contact us for information regarding the use of such forms.

Finally, let us say that we believe that citizens with severe handicaps do have the potential for employment and the right to earn a decent wage. Supported work options and competitive employment, in particular, offer the possibility of improving the quality of life of a citizen with a severe disability through the earning of a competitive wage and the opportunity to be around people who are not handicapped. Furthermore, our failure to include these citizens in the regular labor force has been a waste of valuable human resources. In most cases, the cost of training these individuals to work competitively and of providing follow-up is less expensive to society than the traditional means of life-long public income maintenance and benefit assistance. We all gain when a citizen with a significant handicap is employed. We sincerely hope that this manual will assist in some small way the many professionals in the human service fields, business persons, and families of citizens with handicaps who are committed to this endeavor.

** PLEASE NOTE: In this revised version of the RRTC's guide for job trainers, we have attempted to use language which is respectful and evokes positive images of citizens with disabilities. To this end, we have substituted the word "consumer" for the previously used term "client." We feel that the word consumer, which non-stereotypically denotes someone who is a buyer or user of certain services (in this instance rehabilitative services), is a term acceptable to most professionals and to consumers themselves. As you will see, we have also used non-stigmatizing terms whenever possible, such as "employee," "trainee," "interviewee," "worker," and "individual."

Tom: A Case History

Tom is a 26 year old man who has been diagnosed as having moderate mental retardation. His IQ is 45. He attended a segregated school for students in Trainable Mentally Retarded (TMR) and Multiply Handicapped (MH) classes until he was 21 years old. During Tom's high school years he worked in a simulated sheltered workshop located in the school two hours each day, where he learned to do jobs such as collating materials, assembling telephone circuit boards, and sorting materials according to zip codes. He also worked in a greenhouse located on the school grounds. Tom never received a regular wage nor did he receive any specific training related to potential competitive jobs. Tom has good social skills and can speak in simple sentences. He understands simple three-step commands. Tom has average motor skills, although he is sometimes a bit clumsy. He has no major medical problems.

After Tom graduated he sat at home for two years with nothing to do. He lives with his elderly mother who had not encouraged him to attend any sort of post-school program. When Tom was 23, he was placed and trained in a job in a local hospital as a food service worker. He has held this job for three years and is still receiving follow-up services from the RRTC staff. His job site training required approximately six months, during which time his job trainer gradually decreased her time on the job from eight hours a day for the first two weeks to a one hour visit each week during the sixth month after placement. Tom had to be taught to ride the city bus to and from work. Now he is able to ride the bus to a nearby mall where he can shop for food and personal items. Today he is earning above minimum wage and has an excellent retirement and medical benefit package. He is very happy with his job and gets excellent reviews from his supervisor and coworkers. His mother tells us that she can't imagine Tom sitting at home in front of the television again, and more importantly, that she is proud that her son can help support them.

CHAPTER I

Job Development

Before a job placement can be made a job trainer must do a number of things to enhance job and worker compatibility and set the stage for job-site training. Although many of the preliminary tasks are done simultaneously, we have divided the pre-placement activities into two main categories for clarity. They are job development and consumer assessment. We will address job development first, but it is important to remember that consumer assessment is usually also done while potential jobs are being located.

The components of job development which are encompassed in the supported work model of competitive employment include: community job market screening; specific employer contact in the form of phone calls, letters, and visits; and observations of the job site to determine job requirements. Each of these components will be briefly addressed in order of occurrence in the following section.

Community Job Market Screening

The first activity that a job trainer must pursue involves screening the community for potential jobs that are appropriate for an individual with mental retardation. A general screening should initially be conducted so that employers can later be contacted about specific job openings. (Obviously, during the community screening process a job trainer may come across an appropriate job opening with an employer who is eager to hire and this, of course, should be pursued. However, the intent of the initial screening is to determine the general nature of the job market in your community prior to conducting a specific job search.) A screening should be updated routinely every six to 12 months in order to stay abreast of new developments in the job market. The following guidelines are helpful in identifying jobs and employers in the community.

The Community Job Market Screening Form (shown on page 14) is useful for logging information concerning job possibilities within your community. Now that the community screening process is complete, you are ready to contact employers for specific job openings.

In some cases (e.g., with school age consumers) you may be interested in locating employers who are willing to allow you to use their place of employment as a competitive work training site for students with mental retardation. It is important that you conduct a thorough community screening in order to make sure that the training site you choose reflects what is available in the community. (For example, you would not want to train your workers to hand-pack bay leaves at a local spice company if that is the only job of its

Guidelines for Community Job Market Screening

- Contact the local chamber of commerce for a listing of the major companies in your area.
- Check with the state employment commission or job service for current trends in job vacancies in your area.
- Screen newspaper classified ads for an indication of job openings which are appropriate for persons with mental retardation.
- Find out from vocational rehabilitation counselors, sheltered workshop staff, and the local Association for Retarded Citizens what jobs in your area have commonly been available to citizens with handicaps.
- Go directly to local employers to identify various types of jobs. Ask about problems with high employee turnover in certain departments or positions within a company.
- Write down all job requirements such as experience or education needed, driver's license necessary, etc.
- During this phase of job development focus on seeking information about appropriate jobs in the community. You will later contact employers for the specific purpose of locating job openings.
- Always be clear about who you are and why you are interested in obtaining information from an employer or organization.

kind in your area.) You will then contact appropriate employers to negotiate for the establishment of a training site at their company.

In both cases - either competitive job placement or competitive work training - be clear and specific about your goals before talking to a particular employer or eliciting information from a company. Never represent yourself as seeking information for a purpose other than your intended purpose. Telling a personnel director that you are taking a survey about company attitudes toward hiring the handicapped may get you in the door, but when he or she learns that you are, in fact, seeking information on specific jobs within the company for the purpose of placing a worker who is retarded, the possibility of a placement at that company would certainly be greatly diminished due to the misrepresentation.

As mentioned earlier, information on potential workers can be gathered while this general screening process occurs. For example, the personal interviews, observations, and review of formal evaluations which are described in the next section can begin.

Specific Employer Contact

After a general screening of jobs in the community, the job trainer should begin contacting employers about specific job openings. A rule of thumb when searching for appropriate jobs is to first contact employers who have an existing job opening, such as those in the classified ads. If none of those contacts is fruitful, then begin contacting employers in the job areas you have identified in your screening (if food service is a big industry in your area, begin contacting restaurants and cafeterias, for example). At the same time, seek to increase your visibility in the community by making presentations about your program to civic and social organizations, as well as conducting marketing activities such as mailings and public service radio announcements.

Telephone contact. The first step is to call a company and ask to speak to the appropriate person about a job opening. If you know that there is a job opening, gather some specifics about the job such as job duties, education and skill requirements, hours, location, transportation needs, wages, and benefits. This preliminary information will allow you to screen the job as appropriate or not for a worker with mental retardation. If the job seems suitable, tell the employer briefly about your program and explain your interest in the available job.

If the employer indicates an interest in your program, ask to set up an appointment to meet with the employer to explain more fully your training program and to analyze job requirements. The information from your contact with the employer, whether positive or negative, should be logged for future reference. A form such as the Employer Contact Sheet on pages 15-16 can be used to show initial and follow-up contacts with each employer. It is extremely important to keep a job bank of employer contacts because you will want to recontact many of them in the future (there is high turnover among restaurant managers, job duties change, positions are added, etc.).

Initial visit to the employer. The next step is to visit the employer. At this time you should complete the Employer Interview Form found on page 17. The Sequence of Job Duties Form (page 18) should also be filled out so you will know what kind of routine will be followed and how much movement between work areas is required. Important points to be covered during the employer interview are as follows: First, describe the work capabilities of individuals who are mentally retarded and the advantages of employing such workers. This should include financial incentives such as the Targeted Jobs Tax Credit (TJTC) which is discussed on the following page.

Tax Break for Hiring Handicapped Workers

Question: What is the Targeted Jobs Tax Credit or TJTC?
Answer: A tax break in the form of credits whi- subtracted from the amount of f- business owes.

Question: Who can take advantage
Answer: All private employers .

Question: How is an employer elig.
Answer: By hiring workers who qu "targeted groups."

Question: How much is the tax credit
Answer: The credit is computed by qualifying employee during employment with the company summer youth target group, t

50% of the first $6,000 in
during the first year;
AND
25% of the first $6,000 in
during the second year.

This equals a potential $$$$4500 eligible employee.

Question: Who are qualifying employees?
Answer: Individuals hired to perform work business who are certified as membe the following targeted groups:

1-Youth 18 through 24 who are member disadvantaged families.
2-Vietnam-era veterans who are member disadvantaged families.
3-Ex-felons who are economically disadv hired within 5 years of date of convi release from prison (includes felons i programs).
4-Handicapped persons referred from the s department of rehabilitative services a administration vocational rehabilitation
5-Work incentive (WIN) program participant. recipients of aid for families with depen children (AFDC) for the last 90 days prio.
6-Recipients of supplemental security income through the social security office (federa assistance for the aged, blind, and disable
7-Persons who receive monthly welfare payment the state or local welfare under general rel programs (this is not food stamp assistance).
8-Youth 16 through 19 who are from economically disadvantaged families and only while they are participating in a cooperative education progr at the local high school.
**9-Summer youth employees hired by an employer for first time after 4/30/83 and who are from economically disadvantaged families and age 16 or 17 on the hiring date. $$$$ The credit for this summer target group is 85% of up to $3,000 in wage paid during any 90-day period between May 1 and September 15. $$$$

PLEASE NOTE!

On December 31, 1985 the Targeted Jobs Tax Credit program expired. Although Congressional action to reinstate the tax credit is probable, as this edition goes to press we do not know the final status of the Targeted Jobs Tax Credit.

You may call the U.S. Department of Labor at (202) 523-6871 to inquire as to whether or not the TJTC was reinstated and if so, what changes may have been made in the structure of the credit. (For example, there have been recommendations to reduce the amount of credit allowed per year and/or to shorten the length of the credit from two years to one.)

targeted jobs tax credit work?
ployment commission and other
agencies in your community determine
nd issue "vouchers" to eligible target
When you hire an eligible worker, you
tple questions on the bottom of the
l it as indicated on the form to the
before the day the person starts to
Unit will mail a certification
ithin three days of receiving the
tification form is the only
need to claim the credit.

t by filing IRS form 5884 with your
return. The certification form is
files as proof of entitlement.

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the certification from the TJTC
writing on or before the day
rts to work.

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Next, explain your role in training the worker on the job site for as long as necessary to insure that work is always done to company standards. Emphasize the fact that you remain available for follow-up services in the event that the worker has problems on the job. Finally, arrange to observe someone performing the same or similiar duties as that of the targeted position so that you can complete an environmental analysis which will be described later in this section.

Knowing what difficulties may arise at this stage of job development will assure that the job trainer is prepared to offer solutions. Problems which are frequently encountered during employer contacts are listed in this section, along with effective responses for the job trainer.

The success of job development depends a great deal upon the nurturing of company contacts that have been established during specific employer contacts. Therefore, the job trainer must be willing to commit a great deal of time and energy to this activity. The following guidelines for employer contacts contain points to be considered during an initial meeting with an employer.

Observation of the Job Site

Environmental Analysis. After the job trainer has obtained information concerning a specific job opening from an employer, he or she must attempt to observe someone performing that job in its various phases. The Environmental Analysis Form shown on page 19 aids you in systematically observing the job. On this form you record the major work areas in which various job tasks are performed, the primary

Employer Contact Problems

Problem: During initial contact, employer is reluctant to meet with job trainer.

Response: Send or leave program information with employer; follow-up with phone contact at a later time. As a general rule, after two direct contacts (written and/or phone), it is best to leave the employer with the option to respond.

Problem: Employer holds stereotypical views of the characteristics and abilities of persons with mental retardation.

Response: Provide examples of jobs which workers with mental retardation perform successfully and describe the varying personalities of the workers (e.g., alleviate unspoken fears about how to communicate with a worker who is handicapped, the possibility of violent or bizarre sexual behavior, occurrence of seizures, etc.). Reassure the employer of the long-term support of the program staff.

Problem: Employer does not view persons with mental retardation as a feasible source of labor.

Response: Provide factual information about the successful employment of workers with mental retardation which relates specifically to the employer's business (e.g., the administrator of a nursing home may be interested in the fact that someone works in the housekeeping department of a local hospital). Financial incentives may sway the employer to try a handicapped worker on a "trial" basis.

Problem: Employer has unrealistic expectations concerning workers with disabilities.

Response: Provide concrete examples of what can realistically be expected from an employee who is handicapped (e.g., a person may be able to unload stock from a truck, but even after many months on the job he may not be able to drive a forklift or fill out inventory forms). Explain the individuality of each handicapped person - one worker may need a very structured routine on a permanent basis, while another may be able to adapt to minor changes in routine.

Problem: Employer appears interested but vacillates in regard to setting up a job interview or specifying a work start date.

Response: Given the investment of time that has been made up to this point, the job trainer must determine whether the employer is genuinely interested or if an attempt is being made to avoid further involvement. If there seems to be genuine interest, perseverance and patience usually lead to a placement. If the employer seems to be avoiding further involvement, leave future contact up to the employer.

Problem: Employer provides only a vague description of duties or changes job duties before the starting date of employment.

Response: A thorough description and analysis of job duties should be obtained prior to the job interview. The job trainer should also observe the job duties being performed prior to placement. If an agreement cannot be reached in terms of the worker's capabilities and the requirements of the job, some alternatives are: 1) arrange for another worker to be interviewed; 2) suggest job modifications in which job duties could be traded and/or shared with coworkers; 3) if arrangements cannot be made to place a worker into a position at this time, assure the employer of your continued interest and maintain periodic contact.

Guidelines for Employer Contacts

- Approach employers in a friendly, positive way. Show your interest in helping the employer as well as the prospective worker. Enthusiasm is a powerful persuader.

- Visit the employer at a convenient time. Offer to come back later if the employer is very busy.

- Dress in a business-like manner and always conduct yourself in a polite and professional way. (An employer may say "no" on the first visit, but depending on the impression you make, may be interested at a later time).

- Use terms that will be of interest to the employer when describing your program and your consumers. Avoid rehabilitation lingo.

- Explain your role as a job trainer and your presence on the job site to train the worker and insure task completion.

- Encourage the employer to ask questions and be prepared to give functional, work-related information about persons who are mentally retarded. Talk about the successful job retention and performance of workers who are mentally retarded and emphasize the positive characteristics of these workers. If you have placed other workers in the vicinity, ask for permission to use the supervisors as references during employer contacts.

- Tell the employer about the financial incentives to hiring a worker who is handicapped such as the federal Targeted Jobs Tax Credit (TJTC) and the availability of National Association for Retarded Citizens On-The-Job Training (NARC-OJT) funds.

- Ask for specific information about any job openings and record all information, using the Employer Interview Form and Sequence of Job Duties Form.

- Arrange to observe the work area so that you can analyze the job duties and skills required.

job duties, critical vocational and nonvocational skills related to each duty, and time spent in each work area. Anecdotal notes such as coworkers' comments can also be recorded on this form. (The Sequence of Job Duties Form is also extremely useful here when filled out in conjunction with the Environmental Analysis Form). This information is used to complete a job analysis and is also useful in designing behavioral assessments for consumers and in developing pre-employment training programs. The environmental analysis represents a job trainer's first task anslysis of the job. Once you have this specific information, you will know what kinds of general work skills are needed for the job such as strength, endurance, and communication skills. This more general information comprises a job analysis which will be used in matching potential workers to suitable jobs.

Job Analysis. After the job trainer has interviewed the employer and has observed the job being performed, he or she should know exactly what the job entails. One way to summarize this information is to use the Job Analysis Form presented on pages 20-26. This form, along with the Environmental Analysis Form, will provide a permanent record of both specific job requirements and general work characteristics. Both of these forms also provide excellent guidelines for establishing pre-employment training programs.

The information that is included in a job analysis is gathered in three ways: a) interviews with employer and coworkers; b) observation of the job; and c) a summary review of the information collected during a and b. Job analysis information is used to determine which workers are best suited for placement in an existing job opening or whether one of several job openings may be more appropriate for a particular consumer. This process, called a job/worker compatibility analysis is done by looking carefully at both job information and consumer information (see job placement section). The job analysis data that you gather is crucial to the success of the job/worker compatibility analysis.

Guidelines for Completing an Environmental Analysis

- Allow yourself enough time to observe all the work areas in which job duties are performed. If you are unable to complete the environmental analysis during your initial visit to the employer, arrange to return at another time.
- Write down in sequence all of the employee's work activities. This observation should comprise an initial task analysis of the job. Note approximate times spent in each work area and movement from one work area to another.
- Be sure to record any work-related interactions between employees. It is important to know whether or not the worker needs to verbally communicate during job performance.
- If possible, involve the employer by asking him or her to review your environmental analysis for feedback. You can ask then if any parts of the job could be modified.
- Do not interrupt the work flow, but if the employer approves, ask coworkers briefly about aspects of the job.

Instructions for Using the RRTC Job Analysis Form

The job trainer should be familiar with all factors (e.g., schedule, travel, location, strength, etc.) on the Job Analysis Form and keep these in mind while conducting the employer interview and job site observation. These factors will guide the job trainer to systematically gather information during the interview and observation activities. Generally, the form should be completed immediately after the job site visit while the information is still fresh.

Guidelines for Job Analysis

- Do not substitute the more general form of job analysis for an environmental analysis. You need the specific information on vocational skills and sequence of job duties which is collected during the environmental analysis.
- Complete the job analysis after your visit to the job site so that you can combine the information gained from the employer, coworkers, and your own observations.
- Do not use the job analysis alone to screen someone out of a job. The job analysis indicates what skills are ultimately needed not what skills are prerequisite to getting the job. Most job skills can be taught on the job.
- The job analysis is a "first impression" of job requirements. A more thorough task analysis will occur once you have begun job training.

The first step in completing the form is to mark the appropriate category(ies) for each factor as shown in the example below:

1. Schedule	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
I NI	[✓ Yes] / No	Yes / [✓ No]	[✓ Yes] / No	Yes / [✓ No]

Comments:

2. Travel Location	On Public or Handicapped Transportation Route	Off Public or Handicapped Transportation Route
I NI	X	

Comments:

Next, indicate whether each factor is important (I) or not important (NI) to this particular job. In the example shown below, "Communication Required" is considered a not important (NI) factor since the none/minimal category is checked, indicating that formal communication is not essential to this job.

---

3. Communication	None/ Minimal	Key Words/ Signs Needed	Unclear Speech	Clear Communication/ Signs Needed
I [✓ NI]	X			

Comments:

All twenty factors are to be scored in this manner. On the last page of the form, check all the job duties that are required in the position. Finally, make any additional comments that are important about the job.

SUMMARY - JOB DEVELOPMENT

Sequence of Events	Corresponding Forms
Community Job Market Screening	Community Job Market Screening Form
Specific Employer Contact - Telephone/Letter Contact - Initial Visit to Employer	Employer Contact Sheet Employer Contact Sheet Employer Interview Form Sequence of Job Duties Form
Observation of the Job Site - Environmental Analysis (During initial or subsequent visit to the employer)	Environmental Analysis Form Sequence of Job Duties Form
- Job Analysis (Review of Employer Interview Form, Sequence of Job Duties Form, and Environmental Analysis Form)	Job Analysis Form

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Community Job Market Screening Form

Date Completed: 5-15-86

Completed by: J. TRAINER

1. GENERAL SCREENING

List job openings that occur frequently retardation (derive from classified ads, employment service listings, public service ads, etc.):

JOB TITLE/TYPE OF WORK	GENERAL REQUIRMENTS
fast food cook	none
kitchen utility / food service	none
pot scrubber / food service	none
construction laborer	own transportation
word processor	h.s. degree + experience
janitor	none
machine operator	license
line worker (industry)	none

2. SPECIFIC SCREENING

List potential appropriate companies or industry in this community to contact for job openings.

CURRENT

Company/Contact Person	Type of Work	Address/Phone
Henrico Hospital (Ms. Levine)	food service / janitor	295-6324
DuPont (Mr. James)	line / assembly work	924-3210
Philip Morris (Ms. Angelo)	line / assembly work	826-9457
Byrd Airport (Mr. Watt)	janitorial	613-9214

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone
Marriott Hotel (Mr. Smith)	housekeeping food service	Downtown 613-4218
VCU Student Commons	food service	—
Richmond Linen Service	industrial laundry	(Southside — ready in Dec. '86)

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Contact Sheet

*Date of Initial Contact: MAY 15, 1986
Initiated by: J. TRAINER
Method: Phone Visit Letter

Name of Company: Henrico Hospital
Address: Hungary Spring and Parham Roads
Phone: 295-6324 On busline? yes

Name of Contact Person: Gail Levine
Title of Position: Dietary Manager

General Response: ✓ Interested
___ Not Interested
___ Position Available
✓ Position Not Available
___ Position Not Appropriate

Comments: Appropriate position not currently open; however, Ms. Levine indicated that there may be a potscrubbing position opening up in September. She would like to arrange another meeting when assistant manager returns from vacation in two weeks.

Call back and set up appointment (June 2).

Overall, very positive response to program.

*Further contact with company recorded on reverse side.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Contact Sheet

DATE	VISIT	PHONE	LETTER	REACTION/COMMENTS
6-2-86		✓		Called to set up meeting w/levine & assist. mgr.
				meeting set up for 6-6-86, 2:00 P.M.
6-6-86	✓			Meeting w/Levine and assist. mgr. They will call
				when position is open.
7-29-86			✓	letter to assist. manager confirming our interest in
				[redacted] position in September.
8-22-86		✓		manager calls with notice of Sept. opening - interview
				set up for 8-25-86, 3:30pm
8-25-86	✓			Tom interviews for dish machine operator
				position. HIRED - starts 9-1-86.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Interview Form

Company: Henrico Hospital
Hungary Spring & Parham Rds.
Henrico County, VA 23260

Date: 8-25-86

Phone: 295-6324

Person Interviewed: Gail Levine — Karen White
Title: Dietary Mgr. — Ass't. Mgr.

Job Title: POT SCRUBBER

Rate of Pay: $3.35/hr.

Work schedule: Rotating shift: 5 days a week; every other weekend off. 7:30am to 4:00pm daily

Company benefits: medical, life insurance, retirement, free meal

Size of company (or number of employees): 85-100 in Dietary Dept.

Volume and/or pace of work:

Overall: Medium (250 meals per shift) This position: Medium — very busy when a banquet is planned.

Number of employees in this position: 5

During the same hours: 1

Written job description available: YES

Description of job duties: (Record on Sequence of Job Duties Form)

Availability of supervision (estimate percentage of time): Chef is 10 feet away; approx. 20 coworkers in immediate area. (40%)

Availability of coworkers (direct or indirect): 20 in immediate area.

Orientation skills needed (size and layout of work area): Small work are (limited skills needed).

What are important aspects of position:

Speed ___ vs. Thoroughness ✓ Judgment ___ vs. Routine ✓
Teamwork ___ vs. Independence ✓ Repetition ✓ vs. Variability ___

Other: Neat appearance — must wear whites!

What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? Not following company rules; tardiness, appearance, safety awareness.

Describe any reading or number work that is required: N/A

What machinery or equipment will the employee need to operate? Garbage disposal; industrial trash compactor.

OBSERVATIONAL INFORMATION:

Appearance of employees: Very neat; hairnets worn.

Atmosphere:

- ✓ Friendly, cheerful
- ✓ Busy, relaxed
- ___ Slow, relaxed
- ✓ Structured, orderly
- ___ Aloof, indifferent
- ___ Busy, tense
- ___ Slow, tense
- ___ Unstructured, disorderly

Other:

Environmental characteristics (physical barriers, extremes in temperature, etc.): Sink is 3½ feet from floor; work area is very small.

Comments:
Excellent benefits — management very Supportive — coworkers friendly — regular merit pay increases — good food! (Job trainer can also eat free!!).

SIGNATURE/TITLE: J. Trainer / job coach

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Sequence of Job Duties Form

☑ Daily
(Job duties remain
the same from day to day)

☐ Varies day to day
(If checked here, complete a
separate form for each different
sequence)

If above box is checked, indicate
day for which this form is completed:

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat ☐ Sun

Approximate Time	Job Duty
7:30 a.m.	Punch in (time clock)
7:30 - 8:00	Organize work area / get supplies
8:00 - 9:00	Scrub pots
9:00 - 9:15	BREAK
9:15 - 9:30	Empty trash / Use trash compactor
9:30 - 10:30	Scrub pots
10:30 - 11:00	LUNCH
11:00 - 11:15	Empty trash
11:15 - 1:00	Scrub pots
1:00 - 1:15	BREAK
1:15 - 3:30	Scrub pots
3:30 - 4:00	Clean work station
4:00 P.M.	Punch out

Comments:
Monthly thorough cleaning of work area
(wash walls, outside of sinks, etc.).

SIGNATURE/TITLE: J. Trainer / job coach DATE: 8-25-86

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Environmental Analysis

JOB: Pot Scrubber EVALUATOR: J. TRAINER DATE: 8-25-86

1) WORK AREA: Time Clock / Supply Room

MAJOR DUTIES:
Punch in
Punch out
Identify / gather cleaning supplies
Put supplies on cart
Put on apron
Return / shelve supplies

CRITICAL SKILLS:
Identify name card
Identify supplies

WORK RATE EST:

TIME (begin/end) IN THIS AREA 7:30 - 8:00 am

2) WORK AREA: Pot Scrubbing Area

MAJOR DUTIES:
Wash pots and pans
Shelve clean pots / pans
Clean work area

CRITICAL SKILLS:
Use appropriate supplies

WORK RATE EST:

TIME (begin/end) IN THIS AREA 8:00 - 9:00; 9:30 - 10:30; 11:00 - 1:00; 1:15 - 4:00.

3) WORK AREA: Loading Dock

MAJOR DUTIES:
Gather trash & bags
Moves trash to dock
Loads trash into compactor
Replaces bags in receptacles
Returns trash receptacles to work area

CRITICAL SKILLS:
Use appropriate bags
Gather correct receptacles
Operate compactor
Return receptacles to correct area

WORK RATE EST: Complete 4 receptacles in 15 min.

TIME (begin/end) IN THIS AREA 9:15 - 9:30; 11:00 - 11:15.

4) WORK AREA: Lunch / Break Area (Cafeteria)

MAJOR DUTIES:
Eat lunch
Take break (eat a snack)

CRITICAL SKILLS:
Choose appropriate food
Interact socially with coworkers
Return to work at correct time

WORK RATE EST:

TIME (begin/end) IN THIS AREA 9:00 - 9:15; 10:30 - 11:00; 1:00 - 1:15.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Job Analysis Form

Fill in Consumer's Name and SSN or affix pre-printed label.

Consumer: Tom B.
SSN: 223-98-6728
Company: Henrico Hospital
DOH: 9-01-86 Code: D60

Fill in Job Coach's Name and ID Code or affix pre-printed label.

Staff: J. Trainer
ID Code: 49

Name of Person Completing Form: J. Trainer
Analysis Date: 08/25/86 (month/day/year)
Type: Initial ✓ On-going ____
Company's Address: Hungry Spring & Parham Rds. Phone #: 295-6324
Supervisor's Name: Gail Levine Title Dietary Mgr.
Job Title: Pot Scrubber Current Hourly Rate $3.35/hr.
Number of Hours Per Week 40 Months Per Year 12
Is monthly gross income $300.00 or more? yes ✓ no ____

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!
Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. For yes/no items circle either yes or no for each item. *Indicate under each item whether it is considered IMPORTANT (I) or NOT IMPORTANT (NI) in this particular job.

1. Schedule	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
[✓ I] NI	[✓ Yes]/No	Yes/[✓ No]	Yes/[✓ No]	[✓ Yes]/No

Specifics/Comments: Hours are from 7:00 am - 4:00 pm with a rotating schedule of every other weekend off.

2. Travel Location

I [✓ NI]

On Public or Handicapped Transportation Route	Off Public or Handicapped Transportation Route
✓	

Specifics/Comments: Bus stop in front of hospital on the corner.

3. Initiation of Work/Motivation

I [✓ NI]

Staff Will Prompt to Next Task	Volunteering Helpful	Initiation of Work Required
✓		

Specifics/Comments:

4. Strength: Lifting and Carrying

[✓ I] NI

Very Light Work (4-5 lbs)	Light Work (10-20 lbs)	Average Work (30-40 lbs)	Heavy Work (> 50 lbs)
		✓	

Specifics/Comments:

5. Endurance

[✓ I] NI

Work Required for < 2 Hours; No Breaks	Work Required for 2-3 Hours; No Breaks	Work Required for 3-4 Hours; No Breaks	Work Required for > 4 Hours; No Breaks
		✓	

Specifics/Comments: Typical break schedule: One 15 min. break in a.m. and one in the p.m. Lunch break is 1/2 hour.

6. Orienting

I [✓ NI]

Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
		✓		

Specifics/Comments: Limited orientation skills needed – there is a set routine which occurs in an area of four rooms.

7. Physical Mobility [✓ I] NI	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities
	______	✓	______

Specifics/Comments:

---

8. Work Rate [✓ I] NI	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
	______	✓	______	______

Specifics/Comments:

---

9. Appearance Requirements I [✓ NI]	Grooming of Little Importance	Cleanliness Only Required	Neat and Clean Required	Grooming Very Important
	______	✓	______	______

Specifics/Comments:

---

10. Communication Required I [✓ NI]	None/Minimal	Key Words/ Signs Needed	Unclear Speech Accepted	Clear Commununication in Sentences/ Signs Needed
	✓	______	______	______

Specifics/Comments:

---

11. Appropriate Social Interactions I [✓ NI]	Social Interactions Not Required	Responding Appropriately Required	Interactions Required Infrequently	Interactions Required Frequently
	✓	______	______	______

Specifics/Comments:

12. Behavior Acceptance Range

I [✓ NI]

Many Unusual Behaviors Accepted	Few Unusual Behaviors Accepted	No Unusual Behaviors Accepted
	✓	

Specifics/Comments: the pot scrubbing position is fairly isolated.

13. Attention to Task/Perseverence

[✓ I] NI

Frequent Prompts Available	Intermittent Prompts/High Supervision Available	Intermittent Prompts/Low Supervision Available	Infrequent Prompts/Low Supervision Available
		✓	

Specifics/Comments: Pot scrubber works independently; however, emplayees in adjacent work area can prompt when necessary.

14. Sequencing of Job Duties

[✓ I] NI

Only One Task Performed at a Time	2-3 Tasks Required in Sequence	4-6 Tasks Required in Sequence	7 or more Tasks Required in Sequence
		✓	

Specifics/Comments:

15. Daily Changes in Routine

I [✓ NI]

No Task Changes	2-3 Task Changes	4-6 Task Changes	7 or More Changes
✓			

Specifics/Comments:

16. Reinforcement Available

[✓ I] NI

Frequent Reinforcement throughout Task	Reinforcement Daily	Reinforcement Weekly	Minimal Reinforcement/ Pay Check Only
		✓	

Specifics/Comments: Emplayer and/or co-workers could be prompted to provide verbal praise on a more regular basis.

17. Employer Attitude

I [✓ NI]

Very Supportive of Workers with Disabilities	Supportive with Reservations	Indifferent to Workers with Disabilities	Negative toward Workers with Disabilities
	✓		

Specifics/Comments:

---

18. Employer's Financial Requirements

I [✓ NI]

Financial Incentives Not Necessary	Requires Tax Credit or Incentive (e.g., TJTC, OJT)
	✓

Specifics/Comments: Interested in TJTC and/or OJT funds if available.

---

19. Object Discrimination

I [✓ NI]

Does Not Need to Distinguish between Work Supplies	Must Distinguish between Work Supplies with an External Cue	Must Distinguish between Work Supplies
	✓	

Specifics/Comments:

---

20. Time

I [✓ NI]

Time Factors Not Important	Must Identify Breaks/Meals/ Etc.	Must Tell Time to the Hour	Must Tell Time to the Minute
✓			

Specifics/Comments: All employees in kitchen take breaks and lunch at the same time.

---

21. Functional Reading

I [✓ NI]

None	Sight Words/ Symbols	Simple Reading	Fluent Reading
✓			

Specifics/Comments:

22. Functional Math	None	Simple Counting	Simple Addition/ Subtraction	Complex Computation Skills
I [✓ NI]	✓			

Specifics/Comments:

---

23. Benefits of Job:

Yes/[✓ No] 0 = None
[✓ Yes]/No 1 = Sick Leave
[✓ Yes]/No 2 = Medical/Health Benefits
[✓ Yes]/No 3 = Paid Vacation/Annual Leave
Yes/[✓ No] 4 = Dental Benefits
Yes/[✓ No] 5 = Employee Discounts
[✓ Yes]/No 6 = Free or Reduced Meals

---

24. Street Crossing	None	Cross 2 Lane Street with Light	Cross 2 Lane Street without Light	Cross 4 Lane Street with Light	Cross 4 Lane Street without Light
I [✓ NI]	✓				

Specifics/Comments: the bus stop is located on a corner adjacent to the building - no streets have to be crossed.

CHECK ALL THAT APPLY TO POSITION:

Bus Tables ______
Food Prep. ______
Buffing ______
Dusting ______
Stocking ______
Sweeping ✓
Assembly ______
Vacuuming ______

Restroom Cleaning ______
Washing Equipment ✓
Dish Machine Use ✓
Mopping (Indust.) ✓
Food Line Supply ______
Trash Disposal ✓
Food Serving ______
"Keeping Busy" ✓

Clerical ______
Pot Scrubbing ✓
Other ______

COMMENTS:

1. Size of company (or number of employees): 85-100 (in dietary)

2. Volume and/or pace of work (slow, medium, fast):

Overall: medium   This position: medium/fast

3. Rate of employee turnover (percentage):

Overall: 30%   This position: 75%

4. Number of supervisors 3

Rate of turnover All have been there for at least three years!

5. Number of employees in this position: 5

During the same hours: 1

6. Number of non-handicapped employees in immediate area (50 ft. radius): 20

7. Is this position visible to the public? No

8. Written job description available? Yes

9. What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? Not following company rules — tardiness - safety awareness.

10. Environmental characteristics (physical barriers, extremes in temperature, etc.): Sink is 3½ feet from the floor. Extremely compact work area.

11. Level for Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with nonhandicapped persons are with caregivers or service providers. Example: Sheltered Workshop, Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with nonhandicapped coworkers or supervisors is minimal. Example: Night Janitor.

[✓ (2)] - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with nonhandicapped coworkers or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

Additional Comments: Excellent benefit package. Manager is extremely supportive. Coworkers seem very friendly.

CHAPTER II

Consumer Assessment

As you are surveying the community for potential jobs, you should at the same time be establishing a pool of potential workers to fill job openings as they become available. In fact, there is little value in finding out about current job openings unless you have available persons who may be able to fill the positions within an immediate time frame. Therefore, consumer assessment should occur as jobs are being developed. Both of these processes are on-going and interrelated.

Although it is not essential that a consumer have specific job related skills in order to be placed in a competitive job, it is usually necessary that he or she possess a minimal level of social, personal care, and community survival skills. The job trainer also needs to know about such factors as family support, transportation availability, and willingness to work. A job trainer can obtain information about these factors as well as about the consumer's ability to perform particular job skills through several forms of consumer assessment.

The major forms of consumer assessment that are useful to a job trainer include:

a) interviews and informal observations with consumers, primary caregivers, and current or past work or school supervisors;

b) the interpretation of formal educational, vocational, social, psychological, and medical evaluations;

c) behavioral assessment in a real work setting of a consumer's abilities through observational and task analytic assessment of skills identified in the environmental analysis.

Consumer assessment information, both formal and informal, provides the job trainer with an overall view of the consumer in regard to placement into competitive employment.

Referral of Consumers to Your Agency

It is important to establish a systematic method of referral of consumers to your job training program. There are several steps you can take in order to accomplish this. First, advertise your services to agencies and other sources in the community so that you can maintain a pool of job candidates for potential job openings. Second, describe your services clearly so that you do not receive an inordinate number of inappropriate referrals (e.g., persons who are not mentally retarded). Third, make sure the referral information you receive is adequate so that you do not have to request additional information or another complete referral. It is particularly important to know what other agencies are involved with a consumer so that you can coordinate with them for funding and case management purposes. Finally, obtain the legal authorization for release of information from the consumer so that you can have access to all records and past evaluations.

Program Information

Information about your program can be used to advertise your services in the community. Advertising helps maintain an active worker pool by stimulating referrals to your program. In addition, it will alert businesses in the area to the advantages of utilizing your services to fill their job openings.

The format of this information can range from expensive brochures or pamphlets to a typewritten description to business cards. If your budget allows, prepare the information separately for each of your targeted groups (i.e., agencies, consumers and their families, and

businesses); otherwise, use a format that has a broad appeal to all groups. The important thing is to describe your program and the services provided in a way that is clearly understood.

Referral and Placement Policies

The Referral and Placement Policies form on pages 40-41 provides an overview of program services, as well as referral and consumer eligibility criteria. This form is sent to agencies and other sources of referral to guide them in making appropriate referrals to the program.

A form such as that on page 42 is sent to the referral source to acknowledge that a referral has been received and to clarify the referral policy. These forms are usually mailed along with an Authorization for Release of Information so that pertinent records and evaluations of the consumer can be obtained.

Referral Form

A sample referral form is shown on pages 43-44. The referral form should contain all of the information you need to determine an individual's eligibility for your program.

Information to be Gained from Worker Assessment

We have found that getting information prior to job placement on approximately 25 different variables, plus behavioral information related to specific job skills, is usually sufficient. The variables shown on the Consumer Employment Screening Form (pages 45-51) are what we suggest that you examine in your interviews, observations, and record reviews. (You will probably add or delete some of these variables depending on the types of jobs you are training and the kind of community you live in.) Keep a form such as the one in this section on hand during all interviews, observations, or record reviews so that you can check the consumer's status on each of these variables. If there seems to be a discrepancy among information sources regarding any variable, it is best to directly observe the consumer.

In terms of specific job skills, you should observe a consumer's performance of the job tasks obtained during your environmental analysis of the job site. This may be done at a real job site (if you are able to use a site for competitive work training) or in a simulated setting. A simulated setting will not give you a very accurate picture of performance, but you will get a general idea of an individual's performance abilities.

Review of Records

The referral process involves securing pertinent information from the referral source. This may include formal vocational and educational assessments, medical and psychological reports, past work history (competitive and/or training), and social/environmental factors.

Information is sometimes received from agencies or schools that is dated and vague (e.g., "this client is hopelessly retarded"). Do not rely on this type of reporting to arrive at a decision concerning someone's eligibility for job placement. In the same way, factors such as IQ score and workshop production rates should not heavily influence acceptance or rejection into a program since there is no proven correlation between these and success in a competitive job.

Look for an indication of the consumer's general work characteristics such as how well he or she reacts to supervision, motivation to attempt new tasks, level of family support, and response to prompts for task completion. Find out if the person exhibits any behaviors which will pose a problem on a job site (e.g., the worker is verbally or physically assaultive or he or she has extremely poor hygiene). This is not to imply that these individuals should be excluded from competitive employment, merely that such behaviors must first be modified in order to increase the likelihood of success in a competitive position.

As you review a consumer's records try to get an overall impression of the individual. Records should be current so that you have information on the consumer's present behavior and functioning. Note the consistency and accuracy among the descriptions given by each evaluator. Combine the information you have gleaned from the records with a personal interview with the individual to arrive at a clear picture of the person being referred.

Interviews and Informal Observations

A personal interview with an individual who is mildly or moderately retarded and who possesses good communication skills will provide relevant information about willingness to work , personal care skills, communication capabilities, vocational goals, and transportation needs. For the more severely disabled person, this information will have to be provided by other sources.

Meeting with parents or guardians is an important part of the total worker assessment. Parental support is a crucial factor in the success or failure of the consumer's employment and the interview before job placement is the time to discuss parental concerns and fears about competitive employment for their son or daughter. It is also the appropriate time to talk to the parents about the changes in financial benefits that will occur after job placement (see page 33). The job trainer should confirm that the consequences of SSI reductions are clearly understood by the family. Facts and reassurance should be offered to the family or other persons involved with the consumer prior to placement. If the family seems hesitant about competitive employment for the individual, this must be addressed immediately, not after the person has been offered a job. Family refusal to allow a consumer to accept a job, or pulling a worker from a job once he or she has begun working, can often be avoided by being straightforward during the initial meeting with the family.

Interviews with teachers and/or past work supervisors provide other valuable data such as endurance and strength, work habits, ability to follow directions, and the level of reinforcement and assistance needed to perform work tasks. Ask about the consumer's behavioral attributes, positive and negative, which may affect his or her performance in a job. The more information sources you can tap, the more reliable your assessment.

Finally, observe the consumer in a structured situation such as a school, day activity, or work program or completing household chores. If you have time, ask family members or program staff to simulate certain situations so that you can observe such things as endurance, strength, ambulation, communication, and task sequencing.

Effects of Employment on Supplemental Security Income (SSI)

Question: What must be done regarding SSI when the disabled person is employed?

Answer: The local Social Security office must be notified immediately regarding this change in employment status. The easiest way of accomplishing this is to obtain a statement from the employer describing the new employee's hours of work per week and the rate of pay per week. The statement must be taken or mailed to any local Social Security office so that the benefits can be reexamined in view of this information. It may take up to three months for a check to be reduced or stopped; caution the worker not to spend any checks he or she receives while working! The Social Security office may have "overpaid" the individual, and if so, it will request that the overpaid amount be returned.

Question: What is Section 1619 (a) & (b)?

Answer: The Social Security Disability Amendments of 1980 (P.L. 96-265) included a provision entitled Section 1619 which provided for a demonstration program allowing certain SSI recipients to retain SSI benefits and Medicaid eligibility while earning above $300 per month. Section 1619 is an experimental provision which expries June 30, 1987. There is a strong possibility that Congress will extend the program or make its provisions permanent. The purpose of Section 1619 is to see whether continuation of cash payment and/or Medicaid will be an incentive to work. Check with your local Social Security office for specific information on Section 1619 (a) and (b).

Question: Will the handicapped person lose all SSI benefits due to employment?

Answer: SSI benefits are reduced according to a person's income. Handicapped persons can earn income without losing all benefits ($65 to $85 in earnings per month are allowed before any reduction); however, if the person holds down a full-time job at minimum wage, the benefits will probably be reduced to zero for as long as the person remains on the job. When the Social Security office receives the statement from the employer regarding earnings, a reviewer will figure the necessary reductions to the current SSI payment. Remember, the check can automatically be reinstated if the job is terminated within an extended period of eligibility (approximately 24 months) by simply notifying the local Social Security office.

Question: How does employment affect Medicaid?

Answer: As long as the new employee remains eligible for some reduced portion of SSI payments, even if only a few dollars a month, the person will still be able to receive Medicaid benefits in most states. Thus, a person who is working full-time will probably no longer be eligible for SSI or Medicaid while he or she remains on the job. However, a good medical insurance plan gained through employment provides equal or better medical coverage for the working individual. Again, benefits can be regained if the person leaves or is terminated from the job.

Behavioral Assessment

Whenever possible the individual should be observed in a real work setting, preferably a site in the community where the employer has given permission for you to do pre-employment training. This is especially suitable for school programs who have the time, personnel, and support to do this pre-employment training. It may take time to establish work sites for assessment and training purposes. Employers sometimes agree to this after they have hired a client and have seen the success of the supported work training program.

Assessment or training on an actual job site is not a mandatory prerequisite to placing someone into a job as long as you are comfortable with the information gathered from interviews, informal observations, and records review. If you cannot get into real work sites, try to use environments that are set up to look and function like a real job setting. (Use the environmental analysis information to simulate work sites).

Task analytic assessment. One of the best ways to find out the specific job skills a consumer possesses is through task analytic assessment. A task analysis involves breaking down each job duty into its component steps. The job duties chosen are those that you have identified during the environmental analysis (refer to the Environmental Analysis Form and Sequence of Job Duties Form discussed earlier). Two examples of task analyses of job duties in food service positions are shown below:

Task Analyses of Jobs

Operating Dish Machine

1. Remove glasses from buspan.
2. Pour any remaining liquid into sink.
3. Put glasses in glass rack.
4. Repeat steps 1 through 3 for coffee cups.
5. Throw away paper from buspan into trash can.
6. Remove a plate (or saucer or bowl) from buspan.
7. Scrape off large particles of food with fork into trash can.
8. Put plate (or saucer or bowl) in dish rack.
9. Continue emptying buspans until racks are full.
10. Remove silverware from buspan and place in soaking solution.
11. Turn on water to sprayer.
12. Spray glasses, cups, and plates in racks.
13. Turn on dish machine.
14. Put racks through dish machine.
15. Empty racks as they come out of dish machine and put dishes and glasses into appropriate places.
16. Separate silverware and put into racks.
17. Spray silverware.
18. Put silverware rack through dish machine.
19. Empty rack as it comes out and put silverware in appropriate place.

Busing Tables

1. Approach dirty table with buspan and cleaning rag.
2. Place buspan and rag on chair.
3. Stack plates.
4. Stack bowls in buspan.
5. Put silverware in buspan.
6. Put glasses and cups in buspan.
7. Pick up napkins and other trash and put in buspan.
8. Empty ashtray into buspan and wipe clean.
9. Position cleaning rag at upper left corner of table.
10. Wipe table by exerting downward pressure onto cleaning rag, moving it horizontally across table to right side of table.
11. Move cleaning rag down on table a few inches toward self.
12. Exert downward pressure toward self.
13. Repeat steps 10 through 12 until entire table area has been wiped, moving condiment and napkin containers as necessary.
14. Wipe off seats of chairs.
15. Position chairs neatly under table.
16. Carry buspan and rag to next dirty table.
17. Repeat steps 2 through 15.
18. When buspan is full, take to dishroom.

The task analytic approach can be used to assess a consumer's job performance in two ways. First, you can determine how much of a task the consumer can perform independently. Each step of the task analysis is placed on a data sheet such as the one on page 85. A (+) is recorded when the worker independently and correctly performs a step, and a (-) is recorded when the worker does not perform the step independently within a specified time interval. During this process, reinforcement or assistance is not given to the worker. The critical element of this type of assessment is to provide the worker the opportunity to either perform or not perform each step of the activity. The trainer does not instruct the worker during this process, but arranges the environment so that the worker is cued to respond by performing the next step in the sequence. If he or she is not able to independently and correctly perform a step, a (-) is marked beside that component. The worker is then asked to perform the next step and so on until the worker has been assessed on all steps in the sequence.

The second way to use a task analytic assessment is to provide varying levels of prompts to the worker at each step in the task analysis. In this way you can determine the type and amount of training an individual may initially need to perform certain jobs. The "least intrusive" prompting method described below is one way of guiding a worker through job task completion. This method gives the worker a chance to perform each step independently before you provide a verbal, modeling, or physical prompt. It is also appropriate to use this method of assessment during pre-employment training because you are able to closely monitor a worker's progress as his or her performance becomes more independent. To use this prompting method, follow this sequence:

1. Give instructional cue.
2. Wait 2-3 seconds for self-initiation of step 1 in task analysis (TA).
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 in TA.
5. If correct, reinforce and move to step 2.
6. If incorrect, repeat verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, repeat verbal prompt and physically guide client through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

A data sheet such as the one provided on page 85 can be used for both of the above approaches to task analytic assessment.

Production Rate Recording

It is always helpful to know how fast a worker can perform major job duties in relation to competitive standards. This type of an assessment can only be done at a real job site, using that particular company's production standards as the basis for measurement. The Initial Training section of this manual discusses methods of establishing production rates.

Summarizing Assessment Data

Use a general screening form such as the RRTC Consumer Employment Screening Form on pages 45-51 to summarize results of your consumer assessment including behavioral assessment information and informal observations, interviews, and record reviews. Keep all results such as data sheets and anecdotal notes with your summary for future reference.

Directions for Using the RRTC Consumer Employment Screening Form

Once all the previously mentioned information is obtained, the job trainer compiles the results on the Consumer Employment Screening Form.

Each item is to be scored based on the job trainer's knowledge of the consumer, which is gained from the total consumer assessment process. The form is not filled out in reference to a specific job, but in light of the consumer's competitive work potential in general.

Example:

Endurance	Works < 2 Hours/ No Breaks	Works 2-3 Hours/ No Breaks	Works 3-4 Hours/ No Breaks	Works > 4 Hours/ No Breaks
			✓	

See the sample form on pages 45-51 for illustration.

Guidelines for Consumer Assessment

- Advertise your services in the community so that agencies and businesses are aware of your program.
- Acknowledge receipt of referrals promptly.
- Insure consumer confidentiality when records have been released to your program.
- Make time for personal interviews with consumer and family and explore their ideas and needs.
- Observe the consumer directly to determine such factors as endurance, strength, communication skills, and response to supervision.

- Inform consumer, family, and referral source of the results of the consumer screening. Include specific objectives that the consumer can work on to enhance competitive work potential.

- Update the consumer screening form every three to six months if the consumer remains on your waiting list.

SUMMARY - CONSUMER ASSESSMENT

Sequence of Events	Corresponding Forms
Advertise Program	Brochure/Pamphlets/ Business Cards Referral and Placement Policies Form
Referral	Referral Form
Obtain Permission for Release of Information	Release of Information Form
Review of Records Interview with Consumer and Others Informal Observation	Consumer Employment Screening Form (use as a guide)
Behavioral Assessment	Task Analysis Data Sheet Production Rate Recording Form
Complete the Consumer Employment Screening Form (with information from review of records, interviews, informal observation, and behavioral assessment)	Consumer Employment Screening Form

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Referral and Placement Policies Form

The Rehabilitation Research and Training Center (RRTC), supported by a grant from the National Institute of Handicapped Research (U. S. Department of Education) is a five (5) year program designed to explore and improve employment for individuals with mental retardation. Among the many services to be provided by the RRTC is job placement and on-site instruction of job duties for persons who are severely disabled mentally retarded.

Referrals for this service must come through the Virginia Department of Rehabilitative Services. Persons interested in this service should contact their rehabilitation counselor. The counselors will determine if the RRTC's services are appropriate.

Additional services to be provided by the RRTC are continued research which will help identify the best strategies in placement initiatives and supported work training activities. Furthermore, the program will provide national dissemination of information pertaining to the employment of citizens with mental retardation. The Center is currently funded for a five year period through April, 1988.

Target Population and Referral Guidelines

(1) The RRTC's target population is persons who are mentally retarded. In July 1984 the RRTC was approved as a vendor for the Virginia Department of Rehabilitative Services (DRS). This enables the program to expand services provided to DRS consumers. The RRTC will be reimbursed by DRS for training persons who might previously have been excluded from receiving employment services.

(2) The individual must require special training; that is, in order to insure that this service is provided to those in greatest need, there must be some documented reason why this person would require special services for employment.

(3) The person must be willing to work. S/he need not possess the precise skills for a given job; however, the desire to work should be present.

Referrals

(1) If you are interested in referring someone who may have employment potential, but who would require special training or extended follow-up services, please contact the Virginia Department of Rehabilitative Services for an assigned counselor. Additionally you may contact:

Wendy Wood, Director
Employment Services Division
VCU-RRTC
Richmond, Virginia 23284-0001
Telephone: (804) 257-1851

Currently services are available in Richmond, Virginia Beach, and Norfolk. Additional sites may be established based on demand.

(2) After a referral form is received and the previous evaluations are submitted, a screening session will then be arranged with the individual and the feasibility of a job placement will be discussed with the rehabilitation counselor. Consumer information will be assessed in order to determine a potential job match and to estimate the on-site training that would be needed. When an opening arises, a job coordinator will contact the referring person/agency to establish transportation, hours, and other joint concerns.

(3) Assistance toward transportation needs is often required of the referring agency, parents or guardians. Although some rides can be provided, transportation over an extended period is not possible.

VIRGINIA COMMONWEALTH UNIVERISTY
REHABILITATION RESEARCH AND TRAINING CENTER
Receipt of Referral Form

TO: D.R.S. / Mrs. Bryant
FROM: Rehabilitation Research and Training Center
DATE: 3-10-86

This is to acknowledge that the referral on Tom was received by the Rehabilitation Research and Training Center on 3-2-86

A screening of the individual's records will be performed to determine if this person is in the RRTC'S target population. If so, an employment screening and evaluation will be arranged with the individual as soon as possible. The following records are necessary to complete the referral process:

- ____ most recent psychological evaluation
- ____ medical records
- ____ vocational evaluation
- ____ educational records
- ____ other specify: ____
- ✓ all necessary records have been submitted, thank you.

Please keep in mind that we are targeted to serve individuals whose primary disability is moderate mental retardation or lower. In some cases, persons with mild mental retardation and a secondary handicap can be accepted.

The Research and Training Center's small direct service staff and its commitment to on-site job training and follow-up services for each worker necessarily restricts the number of persons we are able to serve. The individual who is best suited to an available position will be placed first, regardless of the date of referral. Therefore, referral to the Research and Training Center should not be considered as the sole rehabilitation plan for a client, but as another source of services.

We regret not being able to provide competitive work for every individual referred to our program. However, we will notify you immediately if a competitive placement is imminent for your client.

Thank you for your referral to the Rehabilitation Research and Training Center.

SIGNATURE: J. Trainer
TITLE: Job Trainer

REHABILITATION RESEARCH AND TRAINING CENTER
Referral Form

Instructions: Please provide information on all items unless unavailable.

Date of referral: 7-10-81

1. Social Security Number of Consumer 223-98-6728

2. Name of Consumer Bryant (Last) Tom (First) L. (M.I.)

3. Name of County or City of Residence Henrico County

4. Sex of Consumer Male

5. Address and Phone Number of
5026 Hilliard Road (Street)
Richmond (City), VA (State) 23228 (Zip)
(804) 266-1712 (Area Code) Home Phone

6. Date of Birth 9-5-58

7. Please indicate name and address of the primary person responsible for this referral:

Henrico M.R. Services Agency Name
Cragg (Last) Alan (First)
2014 Henry Street (Street)
Henrico Co. (City), VA (State)
23228 (Zip) (804) 747-1221 (Phone)

8. Guardian Information

Please note: If this referral is accepted into the RRTC active file of potential job candidates, a brief questionnaire will be sent to the guardian to complete our Consumer history files.

Guardian Name: Bryant (Last) Mary (First)
Address: 5026 Hilliard Road (Street)
Richmond (City), VA (State) 23228 (Zip)
266-1712 (Home Phone) N/A (Work Phone)

Type of Relationship:
[✓ 1 = Natural parent]
2 = Legal guardian/relative
3 = Group home or other service provider
4 = none
5 = other (specify: ____________________)

Services

9. Has this individual ever received government financial aid in the following areas?

	Yes	No
SSI		
SSA	✓	
Medicaid	✓	
SSDI		
Other: ________		

10. Previous or current services from Department of Rehabilitative Service ______ ✓

11. Consumer Disability

✓ Mental Retardation

a. Level or range of retardation: Moderate
(Please give I.Q. score whenever possible.)

______ Mental Health
a. Diagnosis/Describe: ______

12. ✓ DRS Case Status for this client as of 7-10-79 was which of the following? Circle one:

01 - case finding
02 - referral
06 - extended evaluation (workshop-Woodrow Wilson evaluation)
10 - eligibility/acceptance of case
12 - plan/TWRR
14 - implementation-guidance and counseling
16 - physical restoration/mental restoration
18 - training program
20 - ready for employment
22 - starts work
23 - services interrupted
26 - closed from 22
[✓ 28 - closed not working]
31 - transferred out/moved and transferred case
32 - post-employment (open case-provide services to keep job)
33 - transferred in
35 - closure services

13. 1 What is the severity status of this consumer according to DRS records?

1 - severe
2 - non-severe

14. Please include with this referral the following records if they are available, Psychological ✓, Medical ✓, Vocational ✓, Educational ✓, Evaluations.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Consumer Employment Screening Form

Fill in Consumer Name and SSN or affix pre-printed label.

[ ]

Consumer: Tom B.
SSN: 223-98-6728
Company: Henrico Hospital
DOH: 9-1-86 Code: D60

[ ]

Fill in Job Coach's Name and ID Code or affix pre-printed label.

[ ]

Staff: J. Trainer
ID Code: 49

[ ]

Name of Person Completing Form J. Trainer

Date of Screening 08/25/86 (month/day/year)

Type: Initial ✓ Ongoing/Employed ____ Ongoing/Unemployed ____

Number of Hours Worked Per Week 40 Months Worked Per Year 12

Consumer's Address 5026 Hilliard Road, Richmond, VA 23228

Phone #: (804) 266-1712

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the consumer and inteviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers). For items with yes/no beneath them, circle either yes or no for every item.

1.	Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
		[✓ Yes] No	[✓ Yes] No	Yes [✓ No]	[✓ Yes] No

Specifics/Comments:

---

2. Transportation	No Available Transportation	Has Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transp. (Moped, Bike, Car, Walks, Etc.)
	Yes [✓ No]	[✓ Yes] No	[✓ Yes] No	[✓ Yes] No	Yes [✓ No]

Specifics/Comments:

3. Initiative/ Motivation	Avoids Next Task	Waits for Directions	Sometimes Volunteers	Always Seeks Work
		✓		

Specifics/Comments:

4. Strength: Lifting and Carrying	Poor (4-5 lbs)	Fair (10-20 lbs)	Average (30-40 lbs)	Strong (> 50 lbs)
			✓	

Specifics/Comments:

5. Endurance	Works < 2 Hrs; No Breaks	Works 2-3 Hrs; No Breaks	Works 3-4 Hrs; No Breaks	Works > 4 Hrs; No Breaks
		✓		

Specifics/Comments: Endurance should improve after 2-3 weeks of employment.

6. Orienting	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
			✓		

Specifics/Comments:

7. Physical Mobility	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities
			✓

Specifics/Comments:

8. Independent Work Rate (No Prompts)	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
		✓		

Specifics/Comments: Speed should increase with one-on-one training.

9. Appearance	Unkempt/ Poor Hygiene	Unkempt/ Clean	Neat/Clean But Unmatched	Neat/Clean and Matched
				✓

Specifics/Comments:

10. Communication	Uses Sounds/Gestures	Uses Key Words/Signs	Speaks Unclearly	Communicates Clearly in [✓ Sentences]/Signs
				✓

Specifics/Comments:

11. Appropriate Social Interactions	Does Not Interact	Responds Appropriately	Initiates Social Interactions Infrequently	Initiates Social Interactions Frequently
			✓	

Specifics/Comments: Very withdrawn around strangers, but he does warm up eventually.

12. Unusual Behavior	Many Unusual Behaviors	Few Unusual Behaviors	No Unusual Behaviors	
		✓		

Specifics/Comments:

13. Attention to Task/ Perseverance	Frequent Prompts Required	Intermittent Prompts/High Supervision Required	Intermittent Prompts/Low Supervision Required	Infrequent Prompts/Low Supervision Required
		✓		

Specifics/Comments:

14. Independent Sequencing of Job Duties	Cannot Perform Tasks in Sequence	Performs 2-3 Tasks in Sequence	Performs 4-6 Tasks in Sequence	Performs More than 7 Tasks in Sequence
			✓	

Specifics/Comments:

15. Adapting to Change	Rigid Routine Required	Adapts to Change with Great Difficulty	Adapts to Change with Some Difficulty	Adapts to Changes
			✓	

Specifics/Comments:

16. Reinforcement Needs	Frequent Reinforcement throughout Tasks	Reinforcement Daily	Reinforcement Weekly	Reinforcement/ Pay Check Sufficient
			✓	

Specifics/Comments:

17. Family Support	Negative about Work	Indifferent about Work	Supportive of Work with Reservations	Very Supportive of Work
	____	____	✓	____

Specifics/Comments:

18. Consumer's Financial Situation	Unwilling to Give up Financial Aid	Requires Part-Time Job to Avoid Loss of Benefits	Requires Job with Benefits	Financial Ramifications No Obstacle
	____	____	✓	____

Specifics/Comments:

19. Discrimination Skills	Cannot Distinguish between Work Supplies	Distinguishes between Work Supplies with an External Cue	Distinguishes between Work Supplies
	____	____	✓

Specifics/Comments:

20. Time Awareness	Unaware of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time to the Hour	Can Tell Time in Hours and Minutes
	____	✓	____	____

Specifics/Comments:

21. Functional Reading	None	Sight Words/ Symbols	Simple Reading	Fluent Reading
	____	____	✓	____

Specifics/Comments:

22. Functional Math	None	Simple Counting	Simple Addition/ Subtraction	Complex Computational Skills
		✓		

Specifics/Comments:

23. Benefits consumer needs or presently has:

Yes/[✓ No] 0 = None
[✓ Yes]/No 1 = Sick Leave
[✓ Yes]/No 2 = Medical/Health Benefits
[✓ Yes]/No 3 = Paid Vacation/Annual Leave
Yes/[✓ No] 4 = Dental Benefits
Yes/[✓ No] 5 = Employee Discounts
Yes/[✓ No] 6 = Free or Reduced Meals

24. Independent Street Crossing Skills	None	Crosses 2 Lane Street with Light	Crosses 2 Lane Street without Light	Crosses 4 Lane Street with Light	Crosses 4 Lane Street without Light
				✓	

Specifics/Comments:

CHECK ALL THAT CONSUMER HAS PERFORMED:

Bus Tables ____
Food Prep. ____
Buffing ____
Dusting ____
Stocking ____
Sweeping X
Assembly ____
Vacuuming ____

Restroom Cleaning ____
Washing Equipment X
Dish Machine Use ____
Mopping (Indust.) X
Food Line Supply ____
Trash Disposal X
Food Serving ____
"Keeping Busy" ____

Clerical ____
Pot Scrubbing ____
Other ____

25.	Handling Criticism/Stress	Resistant/ Argumentative	Withdraws into Silence	Accepts Criticism/ Does Not Change Behavior	Accepts Criticism/ Changes Behavior	
					✓	

Specifics/Comments:

26.	Acts/Speaks Aggressively	Hourly	Daily	Weekly	Monthly	Never
						✓

Specifics/Comments:

27.	Travel Skills	Requires Bus Training	Uses Bus Independently/ No Transfer	Uses Bus Independently/ Makes Transfer	Able to Make Own Travel Arrangements
		[✓ Yes]/No	Yes/[✓ No]	Yes/[✓ No]	Yes/[✓ No]

Specifics/Comments:

Medications? No - may take Tylenol for a headache on occasion.

Medical Complications/Conditions? No.

Additional Comments: Tom's mother would like him to work, but is very concerned about financial benefit reductions. the job must offer full benefits for her to allow him to work.

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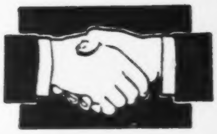


CHAPTER III

Job Placement

Individuals with mental retardation are often placed into jobs in which they are unable to perform satisfactorily. It is possible to reduce the number of inappropriate placements through a careful matching of job requirements to worker abilities. This involves evaluating job analysis data and consumer assessment information to determine who in the referral pool appears most suitable for a particular job opening. These individuals are identified through a preliminary screening in which the essential aspects of the job are checked against the needs of each consumer. For example, if weekend work is required, you must know whether the individual is willing and able to work on weekends. Furthermore, you have to establish how the person will get to work and whether or not the family will be supportive of these working hours. Looking at certain key factors such as these will help identify potential candidates. A more detailed analysis of consumer factors and job characteristics, which we refer to as the job/worker compatibility analysis, will help to further identify the best candidates for a particular job.

Once a consumer has been chosen for placement into a particular job, the job trainer must be prepared to introduce him or her to the employer in a job interview or informal job site visit. After this, job training should begin. Most consumers who are moderately or severely mentally retarded will probably never be considered "job ready" according to traditional rehabilitation standards. However, with the intensive on-site job training and follow-along services provided in the supported work model, these individuals do not have to be job ready in the usual sense in order to be placed on a job. Instead, an emphasis is placed not only on alleviating obstacles to employment that are identified prior to placement (such as transportation or hygiene) but on training specific work tasks on the job-site after the individual is hired.

Key Factors that Affect Job Placement

Accessibility to the Job

Can the consumer get to the job? All forms of transportation that are available to the individual must be considered. In urban areas, use of the public bus system is the most common method if the person lives near a bus line. Other alternatives for transportation include: (1) arranging transportation to a bus line; (2) arranging car pools with coworkers or persons working near the job site (such as neighbors or relatives); (3) teaching the individual to ride a bicycle to work; (4) teaching the individual to walk to work when the job site is close to home; (5) arranging for public or company transportation for workers who are handicapped; (6) having the person take a taxi to and from work; and (7) having a family member take the worker to and from work.

If a consumer cannot get to the job site after all travel options have been explored, the consumer is not now appropriate for the position. However, not knowing how to use a transportation system should never prevent someone from being selected; the job trainer should arrange for travel training if one of the options listed above is a possibility.

Consumer Motivation

Is the consumer interested in the position? For those consumers who have had varied work experience or work/study programs, this question is easy to answer. In the case of individuals who have had little or no real work experience, the job trainer must assess the motivation of the person to work in general (some individuals do not want any job at all). This is accomplished through informal discussions with the consumer and family or group home counselors. Such things as a persons's preference for duties around the house (e.g., washing dishes versus sweeping), will help you discover a consumer's interest in certain types of work.

When an individual states that he or she does not want to perform a certain job duty, such as operating a dish machine, respect this decision. Do not pressure anyone to take a job, hoping that he or she will grow to like it. There are many demands and stresses during the initial phase of job training and a positive attitude on the part of the worker can be a crucial factor for success.

Family Support

Is there parent/guardian support for the placement? A strong support network is critical to the consumer's success or failure on the job. Nonsupportive or uncooperative parents, guardians, or group home counselors make it difficult for the individual to aintain satisfactory employment. Consider the situation of a woman who could have a job that is not on a bus line. It will require a great deal of commitment on the part of her family to meet transportation needs. It is also important that parents or guardians understand and accept that SSI benefits will be discontinued after a period of time.

Physical Ability

Is the individual physically able to meet the demands of the job? The consumer's physical abilities and work endurance must be evaluated in regard to the specific requirements of the available job.

When determining someone's physical abilities, think about the possibility of modifying the job. If one task out of an entire routine prevents the individual from meeting the job requirements, consider whether that task could be traded with a coworker for a task that the new employee is able to perform (for example, the new worker could wipe down tables for a coworker while the coworker puts up stock which requires the use of a ladder). Remember also that work stamina increases over a period of time. The fact is that most clients, barring any medical complications, are capable of performing more strenuous types of work than they probably currently are doing.

Social Behavior and Daily Living Skills

Is the consumer's present social behavior satisfactory for this position? Depending upon the amount of contact with the public and with fellow workers, the degree of social skill refinement needed will vary. Communication skills, level of social interactions, and personal appearance of a worker should be closely assessed in regard to the specific job. For example, a greater degree of appropriate social behavior is required in a line server or bus person job due to the consumer's contact with and visibility to the public.

The presence of maladaptive behavior such as verbal abuse or stereotypic or self-destructive behaviors has caused many consumers to lose their jobs. Thus, an awareness of any inappropriate behavior, including frequency, duration, and conditions under which the behavior occurs, is necessary in order for the job trainer to make an informed job match.

Job/Worker Compatibility Analysis

The job/worker compatibility analysis is the more detailed process of exploring the feasibility of placement for each of several potential workers into a particular job. Specifically, the process involves comparing assessment data on each candidate to the job analysis data for the available position. This leads to the identification of the probable training needs of each consumer who is being considered and can result in a profile of the potential of each one for placement into the job.

This process should not be construed simply as a matching process, but rather as a means of targeting the major assets and liabilities of an individual in regard to an existing job opening. The job/worker compatibility analysis will generally identify more than one potential candidate for placement into the position. The process is repeated for every competitive placement that becomes available.

The job/worker compatibility analysis is helpful when working with individuals who are moderately or mildly handicapped because it allows for an objective means of identifying, from a pool of nearly equally competent consumers, those who are most suitable for placement into the available position. However, in the case of individuals with severe handicaps, we feel it is necessary to use a specialized approach to placement which involves assessing the consumer, then locating a specific job with that individual in mind. Thus, the job/worker compatibility analysis may be helpful when you have a number of mildly or moderately handicapped consumers who seem appropriate for a job, but this process is not essential to the implementation of the supported work model of competitive employment!

Through a preliminary screening, a pool of consumers may have been identified for possible placement into a job opening. The form on page 64 is used to summarize compatibility data for each of these consumers. Use as many forms as necessary. Directions for completing the Job/Worker Compatibility Form are as follows:

Step 1:

Using information from the Job Analysis Form, Employer Interview Form, and the Sequence of Job Duties Form, evaluate each of the employment factors in relation to the specific job opening. Indicate whether a factor is critical to the position by placing an "X" in the first column beside that factor.

Step 2:

Using the Client Employment Screening Form and information gathered during personal interviews and observations, rate each consumer according to the employment factors. Place an "X" in the consumer column beside each factor that applies to that consumer in regard to the specific job opening. (For example, if all the consumers have transportation to this particular job, place an "X" on line 2 in each of the consumer columns.)

Step 3:

Add the total number of factors in each consumer column which match with the factors marked as critical. (For example, if communication is marked as important to the position and if there is also an "X" in the consumer column beside that factor, the "X" in the consumer column is counted as "1" [one].) Record the score for each consumer at the bottom of the corresponding column.

The consumer(s) with the highest number of factors which are marked as critical to the position can be considered the top candidate(s) for the job. The results of the job/worker compatibility analysis determine which consumers are appropriate to interview for the position. If two or three individuals appear equally suitable, there is almost always a factor which tips the decision toward the selection of one consumer over another (e.g., one consumer's family is more enthusiastic about employment than others, or a consumer lives closer to the job site, or a consumer has more experience related to the job). In addition, do not overlook your intuition or "gut feeling" as to which individual you feel may be the best match for the job opening. It is often said that there is art, as well as science, in the process of job placement.

Job Interview

Once the job trainer has chosen a client for the job, arrangements are made for the employer to interview your candidate. (Often this is arranged during the initial employer contact if you feel the job opening is appropriate and the employer agrees to interview one of your candidates.) Schedule the interview at a time convenient to the employer so that he or she will be comfortable and attentive during the interview (and thus, more open to hiring your consumer).

It is the responsibility of the job trainer to notify - well in advance - the consumer, the consumer's family or group home, and any relevant agency personnel of the date and time of the interview. This will alleviate any problems you may encounter in scheduling the interview. For example, there may be a conflicting doctor's appointment which a group home counselor has arranged. This is not to say that a job interview should not take priority: a doctor's appointment is usually more easily postponed than a job interview. A job opening is often filled within a day or two and the opportunity for employment at that time is lost.

When speaking to the consumer and the consumer's family or group home counselor, the job trainer should review appropriate dress and behavior for the job interview, as well as discuss transportation to and from the interview. It is recommended that the job trainer transport the consumer to and from the interview in order to avoid the possibility of confusion as to the time or place of the interview.

The job trainer should become familiar with the consumer's work history and background (this would inlcude secondary work/study experience, as well as workshop tasks) so that an application can be filled out thoroughly. Having a copy of the relevant information with you will insure that the facts are correct and that nothing is overlooked.

During the interview, the job trainer must be attuned to the interaction (or lack of) between the consumer and the employer. It is advantageous for the job trainer to take an active role during the interview, particularly if the employer appears uncomfortable and unsure. It is essential that the job trainer know the candidate's strengths (e.g., perfect workshop attendance for two years, responds well to supervisor, willing to work nights and weekends, etc.) and focus the employer on them. On the other hand, it is not necessary to emphasize weaknesses (as perceived by an employer) that do not affect work performane. (For example, an individual is unable to read or write but this is not a critical skill in a pot washing position.)

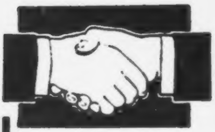
The job trainer should be sensitive to the interviewee's ability and inability to respond effectively to certain questions during the interview. Directing the appropriate questions to the individual and fielding those which may be problematic for the consumer are major functions of the job trainer during the interview. Often, an employer who is uneasy will attempt to direct all interactions toward the job trainer. This can be prevented by turning the candidate and saying something like this: "Tom, why don't you tell Mr. Smith what you did in your last job?" This allows an exchange between candidate and employer, which may be an important influence on whether or not the employer hires your candidate.

Discuss pay rate, hours, benefits, etc. for the consumer's information even if you have already gathered these facts during the job analysis/employer interview process. Sometimes schedules and/or job duties will have been changed and it is important to find this out before the individual starts work.

Although the job trainer has presented the advantages of the program (such as on-site job training and TJTC) during the initial employer contact, it is helpful to reiterate these points during the job interview. An employer who has never worked with a person with a handicap may be fearful; the knowledge that a staff person will be present during the initial training phase and for long-term follow-along is very reassuring. Hearing about the TJTC again during the interview (with an emphasis on the small amount of paper work involved) also provides incentive to hire your candidate.

Assuming that the interview has gone well and the job/worker match is appropriate, the job trainer should negotiate for a work start date. An employer who feels good about your applicant may take the lead and set a starting date without hesitation. However, an employer who hedges a bit or is uncertain may need some gentle persuasion to try the person in the position. In this case, it is effective to say something positive such as, "If you'd like to try out Tom in the position - and I think he'd do a good job for you as a dishwasher - when were you thinking of having him start?" (Note that the words "try out" and "having him start," are less threatening to the employer than the word "hire.")

If the above proceeds smoothly and you have set a date for the individual to begin work, thank the employer, shake his or her hand, and prepare to leave (of course, the interviewee should do the same). Once you and the new worker are out on the sidewalk, hearty congratulations are in order because he or she has just landed a competitive job! The consumer's family or group home, as well as any relevant agency personnel (e.g., workshop staff), should be notified immediately so that arrangements can be made for the first day of work (transportation arranged, work clothes purchased, etc.).



Job Interview Guidelines

Before the interview:

- .Inform the consumer, the consumer's family or group home, and relevant agency personnel of the date and time of the interview. DO THIS AS SOON AS POSSIBLE!
- .Emphasize that the consumer should be appropriately dressed for the interview - clean and neat, no bizarre costumes.
- .Review appropriate behavior (e.g., handshake and posture) and questions which the consumer can respond to during the interview, such as "Have you ever worked in a restaurant before?" and "How will you get to work?"
- .Arrange to transport the consumer so that there will be no mix-up in the time or place of the interview.
- .Bring consumer information to the interview so that an application can be readily and correctly filled out.

During the interview:

- .Take an active role during the job interview by:
  - -being aware of the interviewee's ability to respond during the interview and directing appropriate questions to the individual;
  - -fielding questions which may be difficult for the interviewee to answer effectively;
  - -knowing the consumer's strengths and focusing the employer's attention on them (assets may include on-site training and TJTC).
- .Discuss pay rate, hours, benefits, etc. for the candidate's information (even if you have already gathered this information during the job analysis).
- .Negotiate for a work start date if the interview has gone well.

After the interview:

- .Enthusiastic congratulations for the new employee!
- .Notify the worker's family or group home and relevant agency personnel so that arrangements can be made for the first day of work (e.g., transportation confirmed, work clothes purchased, TJTC paper work completed, etc.)

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Job/Worker Compatibility Analysis Form

Analysis Date: 8-25-86 Company: Henrico Hospital Job Title: Pot Scrubber

Employment Factor:	*Considered Critical to Position	*Consumer Name: Tom	*Consumer Name: Sue	*Consumer Name: Bill
(1) Availability	X	⊗	⊗	
(2) Transportation		X		X
(3) Initiation/Motivation		X	X	X
(4) Strength	X	⊗		⊗
(5) Endurance	X	⊗		⊗
(6) Orienting		X		X
(7) Physical Mobility	X	⊗		⊗
(8) Work Rate	X	⊗	⊗	⊗
(9) Appearance		X	X	
(10) Communication			X	X
(11) Social Interactions			X	X
(12) Unusual Behavior		X	X	
(13) Attention to Task	X	⊗	⊗	
(14) Sequencing of Tasks				
(15) Adapting to Change		X		
(16) Reinforcement Needs	X	⊗		
(17) Family Support		X		X
(18) Financial Concerns		X	X	
(19) Object Discrimination		X	X	X
(20) Time Awareness		X		X
(21) Functional Reading		X		X
(22) Functional Math		X		X
(23) Street Crossing			X	
	**TOTAL:	7	3	4

Compatibility: (List consumers' names beginning with the one currently most compatible and ending with the one currently least compatible.)

Tom (Parents can transport)
BILL
SUE

*Indicate by placing an "X" in the column.

**Number of "X's" under consumer name that match a corresponding "X" under critical to position column.

CHAPTER IV

Job Site Training

In the supported work approach to job training, a job trainer is available to be on the job site on a full-time basis for as long as necessary. The job trainer is responsible for teaching job skills, for training related skills such as transportation and grooming, and for advocating on behalf of the worker. In fact, for at least the first two weeks after a worker has been placed on a job, the trainer is likely to be at the job site six to eight hours a day. It may take even more time each day to work on related skills such as learning to ride the bus to and from work.

Job site training involves direct instruction of job tasks and related behavioral skills such as transportation use, communication, on-task behavior, and appropriate use of meal and break times. The period of direct instruction can vary from several weeks to several months depending on the skill level of the worker and complexity of the job. The phases of direct instruction can be categorized as job orientation/assessment, initial training/skill acquisition, and skill generalization and maintenance/fading. Job site training also involves advocacy or noninstructional intervention that promotes adjustment to the work environment. Although advocacy begins with consumer assessment and continues as long as a consumer holds a job, a great deal of formalized advocacy work will occur during job site training.

Orientation and Assessment of the Job

During this initial phase of job training, which generally lasts two to four weeks, the job trainer must be prepared to stay on the job with the worker for the entire work day. The job trainer not only provides skill training to the worker, but also insures that all job duties are performed to company standards. Remember that part of your original appeal to the employer was that the job would be completed and done correctly even from the start! Several of the things that must be completed during the orientation/assessment phase include completing a detailed job/task analysis and determining training strategies for the worker. Also, transportation training and advocacy intervention must begin immediately.

Job/Task Analysis. A task analytic approach is used for identifying and sequencing job duties, establishing a work routine, and designing appropriate training methods. This kind of detailed analysis, based on original visits to the job site and observation of work performance during the first days on the job, includes a sequential list of duties and their component tasks, approximate times for beginning and ending each job duty, machinery and tools used, communication required, and special training techniques. This information can be recorded on a form such as the one on pages 82-85. Provide the employer with a copy of the job/task analysis and ask for input and final approval.

Performing Job Duties. While you are determining specific training strategies you also must make sure that the job gets done. The following guidelines are helpful in getting through the first few

days on the job site:

1) Keep in mind that the first two weeks are the hardest! The job trainer will often have to take over fifty percent or more of the actual workload, gradually increasing the trainee's responsibility for completion of job duties as dictated by client's job performance and skill level.

2) Assign one or two specific job tasks in which you provide intensive skill training to the worker, while also coordinating the overall completion of the work.

3) Concentrate the first day or two on your learning to perform the job and organizing a routine.

4) Inquire about short cuts and tricks of the trade from coworkers, but make sure the job is done correctly and "by the rules".

5) Do not try to record the job analysis during the scheduled hours of the job. Do your paper work after hours.

Initial Training and Skill Acquisition

Once a job/task analysis has been completed and the job trainer is comfortable with the daily work routine, systematic instruction of job skills to the worker should begin. This phase of behavioral training is based on establishing the following procedures:

1) Determine effective reinforcers, preferably using only naturally occurring ones such as social praise. Use as sparingly as possible since few reinforcers will be available after the trainer has faded his or her training.

2) Assess and track independent performance and work rate through task analysis.

3) Choose prompting techniques that allow the worker to learn the job correctly from the beginning.

4) Increase the rate of work once the quality of work is acceptable by company standards.

5) Fade your instruction slowly so that the worker gradually begins to perform the job independently.

Providing Reinforcement on the Job

Motivation is unique to each individual. What is reinforcing to one individual is not necessarily reinforcing to another. When doing job site training the best reinforcers are those that naturally occur in work environments (i.e., pay check, paid vacation, and supervisor/coworker praise). In some cases, however, this will not be enough initially and a job trainer will find it necessary to identify artificial reinforcers to help the trainee improve one or more aspects of work performance.

A reinforcement questionnaire such as that on pages 86-87 can be used to determine what types of reinforcers are useful during initial training. Answers to the questions concerning reinforcement can be gathered from interviews with the individual, structured observations involving reinforcer sampling techniques, and interviews with family members and professionals who have worked with the person. The important point in providing reinforcement on a job site is to build in a structure for fading the reinforcement before the job trainer fades from the job site.

One effective reinforcement procedure involves using coworkers to praise the trainee's work performance. This is particularly useful since this type of social reinforcement can continue after the job trainer has stopped providing daily training. Coworkers should be shown how to praise work performance only when it is correct, to do it immediately after the task is completed, and to label or tell why praise is being given (e.g., "Tom, nice job of scraping all the

plates!").

Recording Performance Level During Initial Training

Job trainers need to record the performance of a worker while he or she is learning the tasks involved in a job. Regular data collection is really the only objective way of showing whether or not learning is occurring so that the trainer can begin fading his or her assistance. Two types of data can be recorded during this phase of training. Both are based on the task analysis of each job skill and both indicate whether the client is beginning to work independently. The same data sheet can be used for recording the two types of data.

The first type of data is referred to as "probe" or "continuing assessment" data and indicates how someone performs a job duty without any prompting or non-naturally occurring reinforcement. It should be collected at least once a week and preferably at the beginning of a training period. Probe data, recorded simply with a (+) for a step done correctly and (-) for a step done incorrectly, lets the job trainer know when the worker is performing a specific task correctly and independently. We typically consider a job task to be learned when all of a task analysis is performed correctly on three consecutive probe trials.

The task analytic recording sheet on page 88 shows how a worker, Tom, performed on pot scrubbing on five probe trials which were conducted over a five week period. (His performance was assessed each Monday as the dates indicate.) On the third, fourth, and fifth trials he performed all steps of the pot scrubbing task analysis correctly, so from that point on the trainer would expect Tom to perform this task without assistance. Of course, if he began to make errors in this task, instruction would begin again. One way to insure correct performance is to continue to collect probe data at least once a week. This type of assessment can be done on visits to the job site long after the job trainer is no longer present on a daily basis. Note the directions for conducting a probe on the back of the recording sheet on page 89.

The second type of data which can be collected between probes indicates the kinds of prompts which are being provided to the worker during the completion of tasks. The same task analytic recording sheet used for probe data collection is used for recording this prompt data. In this case, the job trainer records a symbol representing either independent performance of a step or the provision of a verbal, modeling (gestural or model), or physical prompt. Directions for recording prompt data when using the system of least prompts is provided on page 89.

Keeping track of the number and type of prompts that are provided to the trainee on a specific task over a period of time allows the trainer to determine whether or not to start gradually moving further away from the worker during training to reduce dependency on the trainer's physical proximity. For example, if the worker is receiving mostly verbal prompts or is performing most steps of the task independently, the trainer can move back from the trainee three feet or so on the first day. The trainer continues to increase the distance from the trainee as appropriate, until he or she is observing the trainee from across the room. The job trainer should not leave the

worker alone in a work area during the first several days of employment without notifying a floor supervisor.

The data on page 88 show that Tom is learning to scrub pots quickly. In fact, he rarely needs anything more than a verbal prompt on a few of the steps in this task. Since he is performing so well, the trainer can begin to move further away from him as he works. Eventually, after three consecutive 100% correct probe trials, the trainer can begin leaving the pot scrubbing area totally.

Even a small amount of data collection on the job site can be time consuming. It is recommended that the job trainer concentrate on recording prompt data on only one or two tasks per day. Probe data can be collected on several job tasks since only one trial (a complete task analysis) has to be recorded on any given day.

Prompting Correct Performance of Job Tasks

During initial training, it is important to guide the worker through the performance of job tasks so that he or she does not make unnecessary errors and learns to complete the job correctly from the beginning. One way to provide this guidance is to use the system of least intrusive prompts. This method, in which either a verbal, modeling, or physical prompt is provided on each sequential step of a task when not performed correctly, allows for completion of a task from beginning to end, regardless of the amount of assistance needed. The directions for using this procedure are provided below:

*1. Give instructional cue.
2. Wait 3-5 seconds for self-initiation of Step 1 in task analysis (TA).
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 in TA.

5. If correct, reinforce and move to Step 2.
6. If incorrect, repeat verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, repeat verbal prompt and physically guide student through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

*Do not reinforce on every step unless absolutely necessary to maintain performance.

If the system of least prompting is ineffective, the job trainer may have to utilize a graduated guidance procedure. This system is often useful in working with individuals with severe mental retardation who demonstrate weak imitation skills. This technique involves providing maximum physical guidance initially on all steps of a TA to expose the worker to the new movements required by the task. Gradually, physical assistance is faded as the worker acquires portions of the task. The physical guidance is always paired with a verbal cue. The job trainer may start with hand over hand assistance, decreasing to hand on wrist only, and finally to the trainer's hand gently placed on the worker's elbow only. The physical guidance is systematically reduced until the individual performs the step independently. The major disadvantage of this process is that the person may become dependent on prompts to initiate a task which makes fading from the job site more difficult for the job trainer. Whatever method is used, it is essential to try to reduce assistance as soon as possible so that the trainee begins to work independently.

Improving Work Rate

Once the trainee has learned to perform a few job tasks correctly and independently, the job trainer helps the worker

increase his or her rate of work production up to company standards. The first step in increasing work rate is to establish a standard rate based on the performance of nonhandicapped coworkers. This information can be gathered during job site observations before placement and during the orientation/assessment phase of job site training. It is advisable to observe several workers performing a particular task over a period of several days. An average rate of production can then be determined from these observations.

Several methods can be used for improving work rate. Some of these include: using a changing criterion reinforcement program in which a worker has to work progressively faster in order to receive a particular reinforcer; using a timer to encourage speed (the worker strives to complete a job before a buzzer sounds); and having the trainee chart his or her work performance and talk about improvement before and after a work period with the job trainer. Whatever method is chosen, the job trainer must eventually remove all intrusive prompts such as timers and artificial reinforcers from the job site.

Work rate should be assessed throughout job site training and during follow-up visits once the trainer has faded his or her presence from the job site. Regular rate checks help to assure successful job performance and alert the job trainer that a problem may be occurring. A form such as the one on page 91 can be used to collect rate data at any point during or after the job training phase.

Attention to Task

During job site training and the later follow-up period, it is important to monitor a worker's on-task behavior. Knowing that a trainee is attending to task allows the trainer to make decisions concerning fading from the job site. When a worker is having problems staying on-task this affects work rate as well as relationships with supervisors and coworkers.

An interval recording method can be used for assessing on-task behaviors during brief observation periods, and a data sheet such as that on page 90 can be used for recording on-task data. In this method, the job trainer sets aside a short time period, such as five minutes, during which the worker is observed performing a particular job task. During this five minute period the job trainer does not prompt or reinforce the worker in any way. Every ten seconds the job trainer records whether the worker is on-task by writing down a plus (+), or a minus (-) if he or she is off-task. At the end of the five minute observation period, the trainer determines the percentage of time the worker is on-task by dividing the number of (+)'s recorded by the total number of observations:

$$\frac{(+)\text{'s}}{(+)\text{'s} + (-)\text{'s}} = \begin{array}{l}\%\text{ time}\\ \text{on-task}\end{array}$$

Determining Training Schedules

Even during the initial training/skill acquisition phase, the job must be done to company standards. This means that the job trainer not only trains the new employee, but also actually performs various job duties. One way of insuring that both employee training and job duties are done is to intensively train the person in one or two tasks, while other duties are completed primarily by the trainer. Of course, the worker should do as much as possible on all job tasks, but systematic instruction of all tasks cannot usually be accomplished

during the first day or two. The following list of guidelines will help the trainer during this critical period:

1. Initially, train only the first few job duties out of the entire sequence of duties. After a job duty is performed independently, as indicated by three probe trials, training can begin on another task.
2. Once a week, conduct probes of a task previously instructed to make sure that correct task performance is maintained.
3. Increase trainee's work rate if necessary as soon as a job task is performed independently. This prevents having to increase work rate on several tasks at once.
4. Check on-task/attending behaviors as soon as the worker is performing a task independently.
5. Even when systematic training of a certain task is not being conducted, the worker can still be involved in performing part or all of the task with the trainer. The trainee should never be idle!

Training Related Skills

During the initial training phase of job-site training, the job trainer may have to train the worker in skills related to holding a job such as riding a city bus, using vending machines, depositing a pay check in the bank, and grooming. The training should occur in natural settings and will have to be done before and after regular work hours. The job trainer must be prepared to spend extra hours training needed related skills during this period. In many cases, group home counselors or case managers can be called upon to provide or assist with this training.

A task analytic approach is suggested for training related skills; in fact, the same procedures used for training job tasks can be used. See page 92 for a sample program on teaching city bus skills.

Skill Generalization and Maintenance/Fading

The third and final phase of job-site training involves the gradual fading of the daily presence of the job trainer as the worker performs each job duty independently.

The fading process takes several weeks, sometimes months, during which the job trainer slowly and systematically fades his or her presence on the job site. The criteria by which the job trainer determines whether or not to begin fading consists of the following data: on/off-task behavior, prompting assistance, work quality, and work rate. These data are recorded by the job trainer on a regular basis during job-site training and provide the job trainer with an objective measurement of the worker's job performance. (Refer to earlier sections on data collection for a more detailed discussion.)

As the data reflect the worker's increasing independence in performing job duties up to standard, the job trainer fades from the immediate work area for short periods of time. For example, the trainer may go to the break area to catch up on paper work while the trainee sets up the salad bar; however, he or she requires training assistance in the dishroom during the lunch rush and the trainer returns to the work area at that time.

Gradually, the trainer remains on-site only during that part of the work day during which job training assistance is necessary (e.g., training is only provided during the lunch rush). When the worker is successfully completing all job duties satisfactorily, the job trainer can fade from the job site for an entire day, checking at the end of the work day on the worker's first solo job performance.

The worker's first day alone on the job site is a significant one and the job trainer should clearly explain to the employer, coworkers, and the individual that he or she will not be on-site that day. The job trainer should emphasize where he or she can be contacted and that he or she will return immediately should a problem arise.

If the trainee continues to do well according to the supervisor and coworkers, and the data remain consistently positive, the job trainer can begin to slowly reduce the number of days per week on the job site. The actual schedule of fading is generally determined by the following:

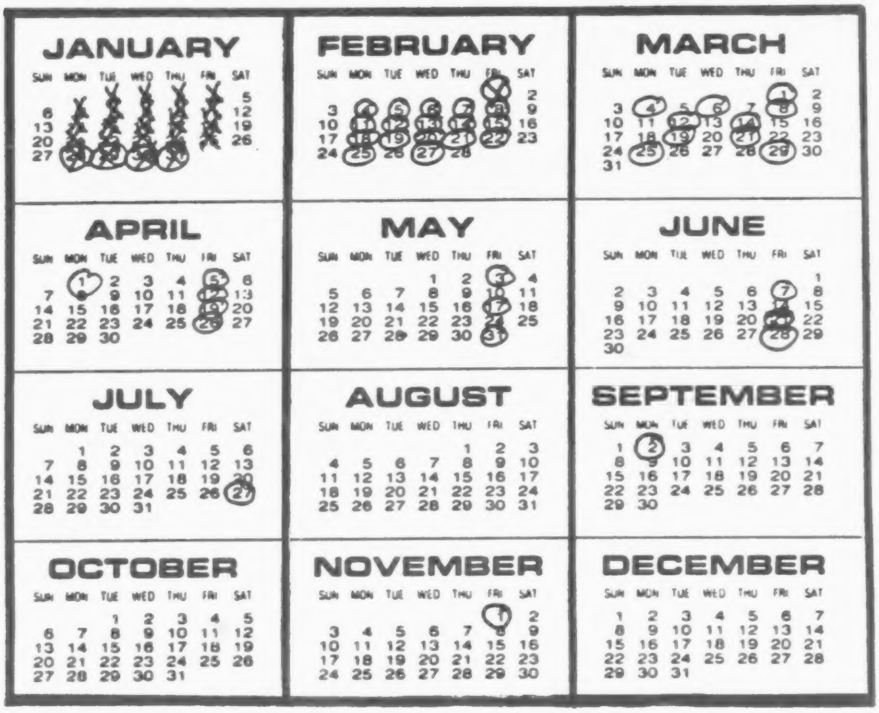
1) The worker's job performance. Fading can proceed smoothly as long as the worker continues to function well without the trainer. However, any negative change in the worker's performance necessitates increased intervention by the trainer.

2) The needs and personalities of the supervisor and coworkers. Some employers are less comfortable with the fading process than others and will require reassurance and a more gradual fading of the job trainer from the work site.

3) The characteristics of the job and the job site. A trainee who works in a highly visible position, such as line server or bus person, will require a much more gradual and systematic fading process. The job trainer should not attempt to fade from any job site until he or she feels comfortable about the employee maintaining a satisfactory job performance.

A sample fading schedule is shown on a calendar on the following page (an "X" indicates the trainer's presence on the job site four hours or more; an "O" indicates the trainer's presence less than four hours). January 1st is the date of hire.

Using supervisors to facilitate the fading process is extremely important. Supervisors should be involved in the initial training as



much as possible so that new employee and supervisor become accustomed to one another. The job trainer can briefly describe the training and fading process to the supervisor, and encourage the supervisor to interact with and reinforce the worker as appropriate. Verbal praise for a job well done, presentation of pay checks, and social exchange are types of reinforcement that supervisors normally give workers.

Coworkers can also be solicited to help trainees get through "tough spots." They can provide occasional work prompts and reinforcers while the trainer is still at the site and gradually increase their interactions with the worker as the trainer fades from the work area. The job trainer will have to initially model for coworkers the best way to "help" the worker and should take the time to informally explain the new employee's disability and background.

Teaching the worker self-reinforcement techniques also facilitates the fading process. For example, the person can be taught to take a short break when he or she completes a task ahead of schedule (if the supervisor approves). Coworkers can be encouraged to monitor this if they express an interest. Charting daily earnings until pay day or saving money each week for a special purchase can also be motivational to some people.

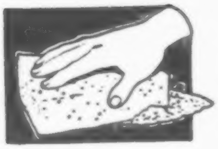
Any time spent in the process of placement, training, and follow-up of workers, employers, families, and agencies should be recorded by the job trainer. After working with several trainees and analyzing the amount of time spent in various activities, it becomes easier to predict approximately how much time a new placement will require. Likewise, recording the time spent on early phases of training for an individual will help determine how long the fading of direct intervention for that person will require. A method for recording and analyzing intervention time is provided on page 112.

Advocacy

Advocacy activities in the supported work model take many forms throughout the job development, placement, training, and follow-up phases. Any activity performed by a job trainer which promotes the success of a worker with mental retardation in a competitive job can be considered advocacy. Advocating for a worker who is disabled means fostering positive attitudes toward retarded workers in general, while helping your particular trainee adjust to his or her competitive work environment. This involves interactions with the worker and his or her family or group home, employers and coworkers, and the community at large. Some of the most commonly occurring advocacy activities done by a job trainer during each phase of the supported work model are listed on the following page.

SUMMARY - JOB SITE TRAINING

Sequence of Events	Corresponding Forms
Report to work with the trainee on the first day and be prepared to stay on the job site all day for several weeks.	
Complete the job/task analysis as you become familiar with job duties and sequences.	RRTC Individualized Task Analysis and Special Training Strategies Form
Begin systematic instruction of job tasks.	1) Reinforcement Questionnaire 2) Task Analytic Recording Sheet
Train related skills (such as use of public transportation, use of vending machines or cafeteria, and grooming.	Use the instructional format for bus riding provided in this section as a guideline for training other skills.
Increase worker's production rate of job tasks.	Work Rate Recording Sheet
Monitor trainee's on/off-task behavior.	RRTC Time On-Task Recording Sheet
Continue training worker until all job tasks are completed independently and up to company standards.	All forms
Begin a gradual fading from the job site.	All forms
Continually advocate for the worker as necessary.	All forms



Guidelines for Advocacy Activities

Job Development

- Explain the capabilities of workers with mental retardation to employers and coworkers during job site visits;
- Meet with civic, business, church, and social groups to change social attitudes and educate them on the advantages of hiring workers with handicaps;
- Develop advertising and educational literature pertaining to your job training program.

Consumer Assessment

- Counsel parents/guardians on benefits of competitive employment for their son or daughter;
- Explain to parents or group home staff the eventual loss of SSI benefits and the trial work period;
- Help parents or residential counselors fill out SSI forms or visit the local SSI representative;
- Work out transportation problems with families or agency staff;
- Outline specific objectives for school or adult program personnel which will improve the employability of prospective employees.

Job Placement

- Make sure the job application is filled out correctly;
- Accompany the consumer to the job interview and speak on his or her behalf if necessary;
- Review appropriate dress and behavior with the interviewee and the family or group home staff;
- Arrange to transport the consumer to the job interview and to the job on the individual's first day;
- Explain the job benefit package to the worker and his or her family or group home staff.

Job Site Training

- Establish rapport with supervisors and coworkers and adhere to the rules of the job site;
- Never allow job training to interfere with the flow of business or the established work schedule;
- Involve supervisors or coworkers in the training if feasible and briefly explain the systematic training and fading procedures;
- Recognize employers, supervisors, and coworkers who promote the employment of citizens with handicaps (e.g., a plaque, awards banquet, etc.);
- Establish rapport with coworkers and involve them in the training of the worker;
- Explain to coworkers the disability, background, and behavioral characteristics of the new employee;
- Encourage coworkers to socialize with the new worker and model appropriate ways to do this;
- Have the supervisor complete written evaluations on the worker's performance and discuss results;
- Work out job modifications with the supervisor when needed;
- Keep the family or group home counselors aware of the individual's job progress and problems that may occur;
- Give parents or group home staff the "job rules" such as the procedure for calling in sick;
- Explain pay and benefits to parents and group home staff prepare them for the eventual loss of SSI and medical benefits;
- Do not fade your presence from the job site until you are sure the employee is going to "make it" alone;
- Inform the supervisor and the worker's family or group home staff of the long-term follow-up services you provide for the employee.

Follow-up

- Mail supervisor evaluations on schedule and respond immediately if any problems are indicated;
- Visit the job-site and monitor the worker's performance by talking to supervisors and coworkers and by completing task analytic probes, production rate recordings, and on-task observations;
- Keep up with management and supervisor changes at the job site. Personnel changes can seriously affect job performance;
- Find out about any changes in the worker's home situation through the use of parent surveys, phone calls, and home visits;
- Be prepared to go back on the job site at any time for retraining!

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Individualized Task Analysis and Special Training Strategies

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
7:25 - 7:30	Punch time clock	1) Punch time card in time clock - supervisor must sign.
7:30 - 7:35	Supply pick-up	2) Following task should be completed on the way to work station: - pick-up apron - pick-up rags - hang-up coat
7:35 - 8:00	Organize work area	3) Organizing work area is done in the following manner: a. Fill sinks #1 = Hot soapy water. #2 = Hot water-when sink is full, add 1/4 cup of disinfectant. #3 = Hot water for rinse. b. As sinks are filling with water, separate pots and pans into "scrapers" and "soakers." Put food from pots and pans into garbage disposal. Scrapers = go immediately into sink #1 Soakers = fill with hot soapy water and place on counter. c. Press green button to run garbage disposal after work area is organized; operate for 3 minutes and press red button to turn garbage disposal off. d. Wipe down empty cart and remove from immediate work area.
8:00 - 9:00	Scrub pots	4) Scrub pots and pans in following manner: a. Place 10-15 pots and pans in sink #1 (depending on size). b. Remove one pot from sink and empty water back into sink. c. Place pot on catcher (left side of sink #1). d. Using the green pad, scrub the bottom of the inside. Then, placing pot on side and rotating in a clockwise direction, scrub the inside of pot. e. Rinse pan in sink #1 and check for additional food. (If food remains in pan use metal scrub pad - Note: corners). f. Using the green pad scrub outside of pot: repeat steps c, d, & e (fast and dirty method).

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
		g. Dip pot in sink #2 (verbal cue "dip and throw"). h. Place in sink #3. i. Continue until original 5 or 8 pans are in sink #3. j. Put pots in proper place in kitchen. k. Repeat step a.
9:00	Prepare for break.	5) Empty water from sink #1 and sign out
9:00 - 9:15	Break	6) Cafeteria.
9:15	Return from break	7) Sign in and empty sink #2
9:15 - 9:25	Empty trash	8) Empty trash in the following manner: a. Gather trash barrels from work area - 3 or 4. b. Take garbage to trash compactor on loading dock. c. Empty contents of garbage barrel into compactor and press button. d. Take empty barrels to dish machine room and line with plastic liner. e. Return barrels to work station.
9:25 - 9:35	Organize work area	9) Organize work area. (See #3, repeat steps a. through d. Note: Clean each sink thoroughly before filling with fresh water).
9:35 - 10:30	Scrub pots and pans	10) Scrub pots and pans (See #4, repeat steps a. through k.)
10:30	Prepare for break	11) Empty sink #1 and sign out.
10:30 - 11:00	Lunch	12) Cafeteria.
11:00	Return from break	13) Sign in and empty sink #2.
11:00 - 11:10	Empty trash	14) Empty trash. (See #8, repeat steps a. through e.)
11:10 - 11:20	Organize work area	15) Organize work area. (See #3, repeat steps a. through d. Note: Clean sink thoroughly before filling with fresh water. Note: Each time a dirty pot is placed in work area, the Pot Scrubber must stop and decide if the pot needs to be soaked; if so, fill with water and place on counter to soak.)

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
11:20 - 12:50	Scrub pots and pans	16) Scrub pots and pans. (See #4, repeat steps a. through k.)
12:50 - 1:00	Prepare for break	17) The following tasks must be completed before break: a. Organize pots and pans from patients' serving line, separating "scrubbers" and "soakers." *Must be completed before break. b. Empty water from sink #1 and sign out.
1:00 - 1:15	Break	18) Cafeteria.
1:15 - 1:25	Organize work area	19) Organize work area
1:25 - 2:30	Scrub pots and pans	20) Scrub pots and pans (See #4 repeat steps a. through k.)
2:30 - 2:35	Change water	21) Organize work area (See #3, repeat steps a. through d. Note: Clean each sink thoroughly before filling with fresh water.)
2:35 - 3:20	Scrub pots and pans	22) Scrub pots and pans (See #4, repeat steps a. through k.)
3:20 - 3:30	Empty trash	23) Empty trash (See #8, repeat steps a. thorugh e.)
3:30 - 3:35	Prepare to clean work station	24) Empty water from sink #2 and get the following supplies: - broom - dust pan - mop - mop bucket (fill with hot water)
3:35 - 3:40	Sweep work area	25) Sweep work area in the following manner: - begin at garbage disposal and sweep towards cafeteria door. (Note: Get under sink area.)
3:40 - 3:50	Clean up	26) Empty water from sink #3 and scrub sink and counter area in the following manner: - dip brush in soap and scrub sinks and counter top; - rinse with clean water; - wipe dry with apron;
3:50 - 3:55	Wet mop	27) Wet mop work area in the following manner: - begin at garbage disposal and mop towards cafeteria door;

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques
3:55 - 4:00	Put supplies away	28) Return the following items to their proper place: - broom - dust pan - mop - mop bucket - rags - apron
4:00	Leave work	29) Punch time card in clock-supervisor must sign. NOTE: At any time during the day when caught up with all the pots and pans, complete the following tasks: - scrub walls in work area; - scrub garbage cans; - seek out supervisor and request additional duties.

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Reinforcement Questionnaire

Name Tom
D.O.B. 9-5-58
Trainer J. Trainer

*What are some things you like to do when you are alone in your leisure time?

listen to stereo
walk
watch T.V.
ride bike

*What group activities do you enjoy doing in your free time?

go to church
go to a movie
go shopping
go out to eat

*Please list hobbies or games you enjoy.

card games
checkers
basketball
listen to radio

*Please list hobbies or games you would like to learn.

more card games
bowling

*Do you like listening to music?

[✓ Yes] No

*List type of music you enjoy or two songs you enjoy.

gospel music
country music

*Name two people you enjoy spending time with.

Joe Relationship: neighbor
Mother Relationship: —

*If you had $.50 what would you buy? candy bar

$1.00 magazine

$5.00 new shirt

$25.00 new watch

*What are some gifts you have given to friends and relatives?

flowers	clothing
paid for dinner	

·Signature: Tom

Date: 5-15-86

The following questions/items may have to be asked of parents, teachers, or other people who know this individual. When the consumer is able to communicate verbally, it is a good idea to get this information from him/her as well as from significant others.

(1) List activities people familiar with individual have observed him/her participating in.

church-related activities	
choir	

(2) List tangible items that people familiar with individual have observed him/her enjoy.

stereo	radio
bike	magazine

(3) List any privileges that could be utilized with this individual.

attend movies	
attend baseball game	

Signature: J. Trainer

Relationship: Job coach

Length of time you have known this person: one year

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REHABILITATION RESEARCH AND TRAINING CENTER
Task Analytic Recording Sheet

Trainer: J. TRAINER
Trainee: Tom
Environment: Henrico Hospital
Instructional Cue: "Scrub the pots."

Program		probe 8/28	train 8/29	train 8/30	probe 9/2	train 9/3	probe 9/4	train 9/5	probe 9/8	train 9/10	probe 9/11		follow-up probe 10/2
4. 1	Place 10 pots in sink #1	+	+	+	+	+	+	+	+	+	+		+
4. 2	Remove one pot from sink #1, empty water and place on counter, right of sink	+	V	+	+	+	+	+	+	+	+		+
4. 3	Grasp pot in upright position, with nondominant hand, pick up green scouring pad with dominant hand	-	P	P	+	+	+	+	+	+	+		+
4. 4	Scour the bottom inside surface of the pot until all visible food particles are loosened	-	P	M	-	V	+	+	+	V	+		+
4. 5	Position pot on its side and scrub inside wall of pot until all visible food particles are loosened	-	V	+	+	+	+	+	+	+	+		+
4. 6	Continue to rotate pot in a clockwise fashion until all inside wall surfaces are scoured	-	V	+	+	+	+	+	+	+	+		+
4. 7	Dip pot in sink #1, empty water out of pot	+	+	+	+	+	+	+	+	+	+		+
4. 8	Visually inspect pot for remaining food particles, rescrubbing any necessary spots	-	M	V	-	V	+	+	+	+	+		+
4. 9	Dip pot again in sink #1, visually inspect for remaining food and spot scour as needed	-	M	V	+	+	+	+	+	+	+		+
4.10	Turn pot over, bottom facing up	+	V	+	+	+	+	+	+	+	+		+
4.11	Scrub bottom of pot	+	+	+	+	+	+	+	+	+	+		+
4.12	Position pot on its side and scour outside wall of pot until all visible food particles are loosened	-	M	M	-	V	+	+	+	+	+		+
4.13	Continue to rotate pot in a clockwise fashion until all outside wall surfaces are scoured	-	V	V	+	V	+	+	+	+	+		+
4.14	Dip pot in sink #1, pour out water. Visually inspect for remaining food particles, rescouring as needed	-	V	+	+	+	+	+	+	+	+		+
4.15	Drop pot in sink #2	+	+	+	+	+	+	+	+	+	+		+
4.16	Repeat steps 2 through 13 until all pots in sink #1 have been scoured	-	V	+	+	+	+	+	+	+	+		+
4.17	Dip pot in sink #2 (verbal cue "dip and throw")	+	+	+	+	+	+	+	+	+	+		+
4.18	Place in sink #3	+	+	+	+	+	+	+	+	+	+		+
4.19	Continue until the original 10 pots and pans are in sink #3	-	+	+	+	+	+	+	+	+	+		+
4.20	Take pots out os sink #3 and place on counter to drain	-	+	+	+	+	+	+	+	+	+		+
4.21	Repeat steps 4.1 through 4.18	-	+	+	+	+	+	+	+	+	+		+
Total correct steps													
Percent correct steps													

Code: + = independent/correct
- = incorrect
V = verbal prompt
M = modeling prompt
P = physical prompt

Directions for Collecting Probe Data

1. Have the worker move to the appropriate work area unless movement is part of the task analysis.
2. Stand beside or behind the worker so that you do not interrupt work flow.
3. Say to the worker, "Scrub the pots."
4. Do not provide any prompts or reinforcement.
5. Record beside each step of the task analysis a (+) for correct performance or a (-) for incorrect performance.
6. After the worker has finished the task, stop the worker and begin training the task.

Direction for Collecting Prompt Data

1. Have worker move to appropriate work area unless movement is part of the task analysis.
2. Stand behind or beside worker so that you can quickly provide prompts when necessary.
3. Say to worker, "Scrub the pots."

*4. Wait 3-5 seconds for self-initiation of Step 1.

5. If correct, record (+) and proceed to Step 2.
6. If no response is given provide verbal prompts specific to step.
7. If correct, record (V) by step, and proceed to Step 2.
8. If no response is given after verbal prompt, provide model or gestural prompt specific to Step 1, with same verbal prompts.
9. If correct response is given, record (M) by step and proceed to Step 2.
10. If no response is given after a model prompt, provide a physical prompt to complete the step.
11. Record a (P) by the step and proceed to Step 2.
12. Repeat this procedure for each step until the worker completes the entire task.

*After a few seconds, go ahead and provide the prompt so that the worker does not make an error.

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Sample of Work Regularity
Percent Time On-Task

Trainee: Tom Job Site: Henrico Hospital

Trainer: J. Trainer Job Title: Pot Scrubber

Date	Observation Period	Time Start	Time End	10 Second Intervals + = on-task; - = off-task	Percent Time On-Task	Job Duty
9/1	1. 5 min	8:05	8:10	+ + - + + + - + + + + - - + + + + - + + + + - + + + + + + +	80%	SCRUB POTS
9/1	2. 5 min	9:20	9:25	+ + + - + + + + + + + + + + - + + + + + + + + + + + + + + +	94%	EMPTY TRASH
9/3	3. 5 min	3:30	3:35	+ +	100%	CLEAN STATION
9/4	4. 5 min	2:45	2:50	+ + + + + - + + + + + + + + + + + + + + + + + + - + + + + +	94	SCRUB POTS
9/5	5. 5 min	1:50	1:55	+ +	100%	SCRUB POTS
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					

20 Session Totals:

20 Session Average:

Definitions

On-Task:

Off-Task:

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REHABILITATION RESEARCH AND TRAINING CENTER
Production Rate Recording Form

NAME: Tom MONTH: OCT / NOV 1986

TASK: Scrubbing Pots *STANDARD: 30 units in 10 min.

DATE	TIME STARTED TASK	TIME ENDED TASK	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD
10-30	8:40	8:50	10 MIN	10	33%
11-2	8:20	8:30	10 MIN	13	43%
11-3	1:43	1:53	10 MIN	18	60%
11-3	11:20	11:30	10 MIN	22	73%
11-3	2:15	2:25	10 MIN	24	80%
11-4	11:30	11:40	10 MIN	25	83%
11-4	1:18	1:28	10 MIN	26	87%
11-5	10:15	10:25	10 MIN	28	93%
11-5	2:11	2:21	10 MIN	29	97%
11-6	10:00	10:10	10 MIN	30	100%
11-6	2:40	2:50	10 MIN	30	100%
11-9	9:40	9:50	10 MIN	30	100%
11-9	3:15	3:25	10 MIN	30	100%
11-10	9:40	9:50	10 MIN	27	90%
11-10	11:35	11:45	10 MIN	30	100%
11-10	3:10	3:20	10 MIN	30	100%
			AVERAGE:		

(* STANDARD is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.)

$$\frac{\text{Number of units completed within specified time frame}}{\text{Standard number of units completed within same time frame}} = \text{RATE}$$

Instructional Format

Specific Skills: RIDING A BUS

Materials and Equipment Required: City bus, fare

Instructional Objective: Given the necessary fare, the participant will board the appropriate bus, pay the fare, and depart at the appropriate bus stop 5 out of 5 consecutive days.

Instructional Cue: "(Name of participant), ride the bus home."

Type of Reinforcer: Verbal Praise

Task Analysis

1. Walk to appropriate bus stop.
2. Stand in clear view of bus.
3. Identify appropriate bus.
4. Move to door of bus after it stops.
5. Waits in line to board bus.
6. Get fare ready.
7. Board bus.
8. Put fare in vendor/show pass to driver.
9. Walk to empty seat and sit down.
10. Remain seated and quiet during bus ride.
11. Look for appropriate landmark of destination.
12. Ring bell ½ block before bus reaches desired destination.
13. Stand up and walk to door.
14. Wait for bus to come to complete stop.
15. Wait for door to open/push door open.
16. Get off bus.
17. Walk to destination.

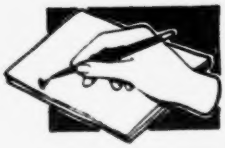
Teaching Procedures/Modifications

Prompting and correction Procedures

1. Give instructional cue.
2. Wait 3-5 seconds for self-initiation.
3. If correct, proceed to Step 2 of TA.
4. If incorrect or no response, provide verbal prompt specific to Step 1 of TA.
5. If correct, reinforce and move to Step 2.
6. If incorrect, provide same verbal prompt and simultaneously model the response.
7. If correct, reinforce and move to Step 2.
8. If incorrect, provide same verbal prompt and physically guide student through response.
9. Reinforce and move to Step 2.
10. Repeat procedure for each step in TA until activity is completed.

Instructional Guidelines and Modifications

1. If the participant has difficulty with money he/she may be given the exact fare to help him/her identify the appropriate amount to pay. As he/she becomes familiar with that, add other coins.
2. Cue cards with pictures of the destination and the name of the bus route may be used for participants who cannot read.



CHAPTER V

On-going Assessment and Follow-Along

Assessment of a worker's job performance begins the day he or she is placed on the job and training begins. Daily feedback from behavioral training data, observations, and interactions with the employer, family members, and coworkers lets you know immediately and continually whether or not the worker is adapting to job demands. It is critical that the job trainer devise a method for regular on-going assessment of a worker's progress after he or she has faded from the job-site. This period, known as follow-along, allows you to monitor a worker without being on the job site on a daily basis and can last for an indefinite period of time. Building this follow-along period into job training programs assures both the employer and employee that help is available should a problem arise. Without this assurance of the availability of job-site intervention, the worker could be terminated due to a small change in the work environment.

Some of the factors that influence the stability of a person's job include new management, new coworkers, changes in the daily work schedule, and problems within the family structure. The job trainer should regularly determine if and when such changes occur and be prepared to intervene if any of them affect the person's work performance.

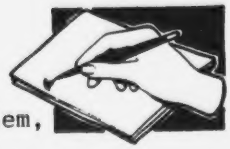
Methods of evaluating worker progress and determining intervention strategies include: periodic employee evaluations; progress reports; parent/guardian questionnaires; on-site visits; and telephone contacts with employers and family members or group home staff.

Employee Evaluations

Employee evaluations are given out bimonthly during the first two months of a job placement, monthly for the second two months, and quarterly thereafter as long as the individual is working (or until an employer requests that you no longer send them). An employee evaluation such as the one on pages 103-104 can be completed quickly by an employer and is easily interpreted by the job trainer. Try to have the same person complete the evaluation each time for consistency in rating the worker's performance. If there is a change in management, it is crucial that the job trainer visit the job site in order to explain the job training and placement program to the new manager. This establishes rapport and also assures that the manager understands the purpose and importance of completing the evaluation form on the worker with mental retardation.

When a job trainer has several individuals working at the same time, it becomes difficult to keep track of the schedule for sending out evaluations on each worker. The use of a form such as the one on page 105 allows the job trainer to record the appropriate dates for sending out employee evaluations to supervisors.

Responding to an employee evaluation. Once the job trainer receives an evaluation, he or she should respond as quickly as possible if a problem is indicated. This becomes particularly critical after the job trainer has faded his or her presence from the job site. Sometimes the problem can be taken care of by simply calling the supervisor, but the job trainer will usually have to visit



the job site in order to identify the specific nature of the problem, circumstances, and frequency of occurrence. It is the responsibility of the job trainer to respond immediately whenever a problem is identified.

Guidelines for Employee Evaluations

- Help employers understand the purpose of the employee evaluation. When a new employer evaluates a worker, go through the form item by item with him or her. Explain how the form will be used and the necessity of being candid.
- Make the process convenient. Enclose a self-addressed stamped envelope when mailing out the employee evaluation form for the convenience of the supervisor.
- Make the process personal. Enclose a short note with the employee evaluation, thanking the supervisor for filling out the form, etc.
- Give a follow-up prompt (a phone call or a vist to the job site) if necessary to insure return of the evaluation. Most supervisors have many responsibilities and could easily forget to fill out and return the evaluation.
- You may need to interview the supervisor in person to obtain a verbal evaluation of the person's overall performance. Make a note of this meeting in the worker's file.
- Continue to send the evaluations at the appropriate time intervals, unless the employer requests otherwise.

Progress Reports

Information from each employee evaluation is compiled by the job trainer into a progress report which is sent to the worker and his or her family or group home counselor. This can be mailed along with the parent/guardian questionnaire (which is also described in this section).

The progress report reflects the employer's evaluation of the worker's job performance. It also indicates to the family or group home that the job trainer is actively monitoring the individual's progress and is aware of any problems on the job-site.

There is a section at the bottom of the report for suggestions on what family members or group home staff can do to improve the work performance of the employee. (For example, the worker may need to improve sweeping or vacuuming skills and could practice these at home; or perhaps the worker needs to improve his or her personal appearance on the job by wearing a clean or ironed uniform.) Identify positive aspects of the person's job performance on the report so that family or residential counselors can reinforce good work habits. A sample progress report is shown on page 106.

Parent/Guardian Questionnaire

A parent/guardian questionnaire (shown on pages 107-108) is sent to a worker's home along with each progress report. This questionnaire, when filled out and returned by the family or group home staff, provides the job trainer with information regarding the individual's behavior at home. A change in behavior or the indication of a problem at home would lead the job trainer to investigate further by arranging a meeting or making a telephone contact. This questionnaire can alert the job trainer to intervene with the family before a situation begins to seriously affect job performance.

On-Site Visits

On-site visits by the job trainer are valuable in two ways.

First, follow-up visits to the job-site maintain personal contact and rapport with supervisors, coworkers, and the worker. Talking with managers and coworkers elicits useful information about the employee's work behavior. Coworkers are usually in closer contact on a daily basis with the worker than the supervisor, and they may be more frank in discussing the person's work performance. The job trainer is also alerted to conditions which may forecast the potential for a problem to occur, such as the worker deviating from the trained sequence of job duties or a change in management.

Second, the site visit enables the job trainer to directly observe work performance. It is a good idea to assess the individual's work performance with a task analytic probe of each job duty. The method described on page 69 and the form on page 88 can be used. If several steps in any particular job are not being completed correctly, the job trainer should be prepared to come back on the job site to begin retraining. Rate of work production and on-task (attending) behavior should also be recorded. The methods described on pages 72-73 and the forms on pages 90-91 can be used for these observations. Again, the job trainer must be prepared to spend more time on the job site if these observations indicate a decrease in rate of production or on-task behaviors.

Schedule job-site visits so that the normal flow of business is not interrupted. Choosing a slow period during the business day will also assure that there is ample opportunity to talk with employers and coworkers.

Telephone Contact

Visits to the job site are not always feasible or necessary and a telephone call may be sufficient. Although the job trainer is more likely to notice potential problems on a site visit, some employers talk more candidly about a worker's performance over the telephone.

Periodic phone contact is a good way to establish and maintain communication with parents and group home staff. Many parents are extremely apprehensive about competitive employment for their son or daughter who is mentally retarded; frequent phone contact during the early phase of job-site training can help to relieve these anxieties. It is also important in that the job trainer will be aware of the existence of problems in the home which may adversely affect the person's job performance (e.g., the individual is constantly complaining about being tired and must be prodded out of bed each day for work).

Intervention Strategies

A problem or potential problem may be uncovered through the use of one or more of the on-going assessment/follow-along methods which include employee evaluations, parent/guardian questionnaires, on-site visits, and telephone contact. It is also very likely that a sudden phone call from an employer alerts the job trainer to a problem on the job-site. The job trainer must determine the specific nature of the difficulty and then devise an effective strategy to deal with it.

The first step is a visit to the job site to gain more detailed information on what the employer perceives the problem to be. The job trainer next observes the worker to identify the nature and extent of

the difficulty. This may involve several observations during which data is taken. This data provides an objective picture, for both job trainer and employer, of the problem. The job trainer then utilizes an appropriate intervention strategy to alleviate the problem.

The solution to the problem may be as simple as a single conversation with the worker and/or his or her family, or as complicated as a behavioral program such as the one on page 109. Regardless, the job trainer must be prepared to provide job site intervention until the employer is satisfied. Some examples of typical problems and intervention strategies are on pages 100-101.

An Incident Report, shown on page 110, is filled out by the job trainer when an incident that is considered job threatening occurs. This form provides an outline of the specific problem along with trainer strategies used to remedy the situation.

Problem Areas, Corresponding Methods of On-going Assessment, and Intervention Strategies

Problems Areas	Methods of On-going Assessment	Intervention Strategies
Work rate/Work quality	- Employee Evaluation - On-site Visit - Telephone Contact	- Compare client's rate/quality with that of coworkers through direct observation and data collection. - Compare client's current rate/quality against criteria established during initial training. - Review work rate/quality demanded by employer. - Talk with coworkers to find out their perceptions of the problem. - Discuss problem with the client. - Collect data on client's on-task behavior and job sequencing which may affect work rate/quality. - Model acceptable rate/quality for the client. - Arrange for client to practice acceptable rate/quality. - Implement a behavior program to raise client's work rate/quality. - See strategies for increasing production rate in Job Site Training section of this manual
Time management on the job site.	- Employee Evaluation - On-site Visit - Telephone Contact	- Collect data on client's on-task behavior and sequencing of job duties. - Talk with coworkers to find out their perceptions of the problem. - Review past time cards to obtain a baseline on client's meal and break times. - Observe and record the client's meal and break times to determine the extent of the problem. - Discuss problem with the client and review the appropriate meal and break schedule. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the client's job performance. - Devise a pictorial checklist for the client which indicates correct meal and break times in relation to job task completion (e.g., a cup of coffee and a donut paired with a clock indicates a break period immediately following a picture of a restroom being cleaned). - Implement a behavior program to improve client's time management on the job site (on-task behavior, job sequencing, taking of meal and break periods).

Problems Areas	Methods of On-going Assessment	Intervention Strategies
Tardiness/Absenteeism	- Employee Evaluation - On-site Visit - Telephone Contact - Parent/Guardian Questionnaire	- Review client's past time cards to determine extent of problem and obtain a baseline. - Talk with coworkers to find out their perceptions of the problem. Ask if the client is avoiding work or seems unhappy on the job. - Talk to parents/group home counselors to find out if there is a problem at home which may be affecting the client's job performance. - Discuss problem with the client and review the importance of promptness and good attendance. - Elicit support of parents/group home staff to improve client's attendance. - Collect data on client's job sequencing and on/off task behavior which may be causing client to leave work late. - Arrange medical visit if necessary. - Implement behavior program to increase work attendance/promptness. - Teach client to use alarm clock if necessary.
Grooming	- Employee Evaluation - On-Site Visit - Telephone Contact - Parent/Guardian Questionnaire	- Discuss problem with the client and review appropriate dress and hygiene while at work. - Talk with coworkers to find out their perceptions of the problem. - Elicit support of parents/group home staff to improve client's appearance. - Devise a grooming checklist for client using pictures if necessary. - Initiate a grooming program to teach necessary skills. - Implement a behavior program to improve grooming.
Social Interactions	- Employee Evaluation - On-site Visit - Telephone Contact - Parent/Guardian Questionnaire	- Observe the client interacting and talk to coworkers to find out their perceptions of the problem. - Talk to parents/group home staff to find out if the behavior occurs at home. Elicit their support to improve client's social behavior. - Determine under what circumstances and how often the behavior occurs (e.g., the client is overly friendly with customers while busing tables; no problem is observed while client is in dishroom). - Discuss problem with the client and review appropriate social behavior while on the job. - Model appropriate social interactions for the client. - Educate coworkers about appropriate interactions with the client (i.e., what is acceptable, what should not be tolerated, etc.). - Implement behavior program to increase appropriate/decrease inappropriate social interactions.
Change in Management	- Employee Evaluation - On-site Visit - Telephone Contact - Parent/Guardian Questionnaire	- Explain program and client's history with company. - Inform new manager of the federal tax credit they are receiving on client, if applicable. - Explain the availability of job site training and staff intervention whenever necessary. - Increase visists to job site for a while to establish rapport and build confidence of new manager.

SUMMARY - On-Going Assessment and Follow-Up

Sequence of Events	Corresponding Forms
Employee Evaluation - done bimonthly during first two months of job placement; monthly for second two months; and quarterly thereafter.	Supervisor Evaluation of Employee Supervisor's Evaluation Record Sheet
Progress Report - compilation of results from Employee Evaluation Form; sent to worker and his/her family after each employee evaluation is completed.	Progress Report
Parent/Guardian Questionnaire - sent with each Progress Report to worker's parent/guardian.	Parent/Guardian Questionnaire
On-Site Visit - done at least once each month for first six months after job site training; as needed thereafter.	Task Analytic Recording Sheet Work Rate Recording Sheet On-Task Behavior Recording Sheet Incident Report
Telephone Contact - done whenever necessary to supplement on-site visits.	

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Supervisor's Evaluation Form

Fill in Consumer Name and SSN or affix pre-printed label.

[
Consumer: Tom B.
SSN: 223-98-6728
Company: Henrico Hospital
DOH: 9-1-86 Code: D60
]

Fill in Job Coordiantor's Name and ID code or affix pre-printed label.

[
Staff: J. Trainer
I.D. Code: 49
]

Date: 09/15/86

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	[✓ 5]
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	[✓ 5]
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	[✓ 5]
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	[✓ 4]	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other workers' performance.

1	2	3	[✓ 4]	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

6. Communication with the employee is not a problem.

1	2	[✓ 3]	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

7. The employee attends to job tasks consistently.

1	2	3	[✓ 4]	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

8. Your overall appraisal of the employee's proficiency at this time.

1	2	[✓ 3]	4	5
Needs Immediate Improvement	Somewhat Below Standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the RRTC staff?

_____ YES [✓ NO]

Additional Comments: Tom needs to be reminded to comb his hair before he goes to the cafeteria for lunch - it looks messy. Also, he needs to keep his shirt tucked in.

SIGNATURE: G. Levine, Mgr.

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REHABILITATION RESEARCH AND TRAINING CENTER
Supervisor's Evaluation Record Sheet

Bi-Monthly 1st 2 months
Monthly for 2nd 2 months
Quarterly Thereafter

Employee: Tom B.
Supervisor: Gail Levine
Job Site: Henrico Hospital
Address: Hungry Spring & Parham Rds.
Date Hired: 9-1-86
City, State: Henrico County, VA
Zip Code: 23260

Date Presented	Date Returned	Follow-up Prompt If Not Returned In 2 Weeks (Date)	Results of Follow-up Prompt: Returned? (Date) YES	NO
9-15-86	9-18-86			
10-01-86	10-09-86			
10-16-86	10-17-86			
11-03-86		11-18-86	✓ (11-19-86)	
12-01-86	12-16-86			
1-05-87		1-20-87	✓ (1-27-87)	
2-10-87	2-13-87			
3-04-87	3-18-87			
4-03-87		4-20-87		(4-27-87) ✓
		4-30-87 (2nd)	✓ (5-05-87)	

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Progress Report

Employee's Name: Tom B. Date: 9-15-86

Job Trainer: J. Trainer Date of Hire: 9-01-86

All items which pertain to your performance are circled below:

1) The employee
[✓ (a)] generally arrives and leaves on time
[✓ (b)] maintains good attendance
[✓ (c)] takes meals and breaks appropriately
(d) maintains a good appearance

Comments on un-circled items: Tom should comb his hair and tuck his shirt in before he goes to the cafeteria for lunch.

2) The employee has
(a) mastered all aspects of present job
[✓ (b)] mastered many, but not all aspects of job
(specify): Clean-up at end of day - needs work.
(c) not mastered essential aspects of job to date
(specify): ______

3) In order for the employee to follow directions regarding the job, the supervisor and job trainer
(a) can just give verbal instructions
[✓ (b)] have to give many gestures as well as verbal instructions
(c) have to show the employee exactly what to do before he/she knows what to do

4) The employee is
(a) fast-pace worker
[✓ (b)] regular-paced worker
(c) sometimes a slow worker
(d) slow worker

Aspects of job which your family or guardian could help you with at home to improve your performance at work: Please talk to Tom about his appearance - also, he rushes to get through at the end of the day which means his clean-up is not acceptable.

Positive aspects of work performance: Tom is a hard worker and has made A LOT of progress in two weeks!

JOB TRAINER'S SIGNATURE: J. Trainer (257-1851)

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Parent/Guardian Questionnaire

Please respond to each of the ten items below by circling one of the words/phrases under each item that best summarizes your opinion or feeling about that item. This information will be used in a strictly confidential manner to help insure TOM'S continued success in working.

1. S/he behaves appropriately at home.

1	[✓ 2]	3	4
Always	Most of the time	Sometimes	Never

2. S/he enjoys her job.

1	[✓ 2]	3	4
Always	Most of the time	Sometimes	Never

3. S/he has difficulty getting ready for his/her job.

1	2	3	[✓ 4]
Always	Most of the time	Sometimes	Never

4. S/he is motivated to earn money in his/her job.

[✓ 1]	2	3	4
Always	Most of the time	Sometimes	Never

5. S/he is careful to maintain a neat appearance when reporting to work.

[✓ 1]	2	3	4
Always	Most of the time	Sometimes	Never

6. S/he behaves appropriately when outside the home.

1	[✓ 2]	3	4
Always	Most of the time	Sometimes	Never

7. S/he complains about the job.

1	2	[✓ 3]	4
Always	Most of the time	Sometimes	Never

8. His or her transportation to and from work is a problem for the family.

1	2	[✓ 3]	4
Always	Most of the time	Sometimes	Never

9. S/he speaks positively about the job supervisors and co-workers.

1	[✓ 2]	3	4
Always	Most of the time	Sometimes	Never

10. We are worried that s/he is going to lose the job for some reason.

1	2	[✓ 3]	4
Always	Most of the time	Sometimes	Never

11. Do you wish to meet with a representative from the RRTC staff?

_____ YES [✓ NO]

Comments: Tom needs to make a dentist appointment within the next month — can you let me know what his schedule will be for the next two or three weeks? thanks!

SIGNATURE: Mrs. Bryant

DATE: 9-15-86

Behavior Management Program: Elimination of an Inappropriate Vocalization

1. Behavior: The inappropriate vocalization is defined as sucking air through the nostrils causing the vocal chords to vibrate and produce an unpleasant noise (i.e., snorting).

2. Data Collection: Rate of behavior data will be collected on the number of occurrences of the behavior which can be heard from the center of the room. Start and stop times will be recorded and converted to total time. Rate will be determined based upon number of occurrences per hour. In addition, antecedents will be noted when known. Data will be recorded a minimum of three times per day by Charlie's job coordinator.

3. Previous Behavior Programs: Charlie has been noted to engage in the behavior up to 50 times per hour. Previously, attempts to decrease the behavior have included verbal reprimands and reinforcement (mint, verbal praise, hand shake) for absence of the behavior. Suspension has been previously discussed with Charlie's manager.

4. Behavioral Objective: To decrease snorting behavior to five occurrences from 1:30 - 3:30.

5. Intervention Program: DRO and application of an aversive stimulus (suspension).

   A. First occurrence (begin at 1:30):

      a. Show Charlie a visual representation of the quantity 5.
      b. Charlie will be told in a firm voice, "No, you must blow your nose."
      c. He will then be accompanied to the loading dock, told to blow his nose, and praised for the appropriate behavior. No other interactions should occur.
      d. Indicate to Charlie the loss of one chance through visual representation while at loading dock.

   B. Occurrences 2-4:

      a. Charlie will be told in a firm voice "You know what to do, now do it."
      b. Repeat procedures c and d above.

   C. Occurrence 5 (record time of this occurrence):

      a. Repeat procedures b-d above
      b. Indicate to Charlie that he has lost his fifth and last chance.
      c. Tell him it is time to leave.
      d. Direct Charlie to car (indicate anger); no other interactions should occur.
      e. While driving Charlie home, do not interact with him.
      f. Dramatize anger to Charlie's mother when Charlie gets home.

   D. A back-up trainer will be available (Charlie will be unaware of the second trainer's presence) to complete Charlie's job duties for the day.

6. Program Evaluation: The program will be evaluated for its effectiveness one week from the date it is initiated. If the behavior has increased or no change has occurred, the program will be terminated. If the behavior has decreased, the amount of time in which the program is in effect will be gradually increased in half hour increments (i.e., 1:00, 12:30, 12:00, etc.) until the program is in effect for Charlie's entire work day. The program will continuously be evaluated on a bi-weekly basis.

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Incident Report

DATE: 12-9-86

LOCATION: Henrico Hospital

ANTECEDENT(S):

Tom due at work at 7:00 a.m.

INCIDENT OR RESPONSE: At 9:00 a.m., floor supervisor called Tom's home to see why he was not at work - Mother said they both overslept. Tom arrived at work at 10:00 a.m.

CONSEQUENCE:

This was second late arrival in a week, so Tom was "written up" and suspended w/out pay for one day.

RESULT:

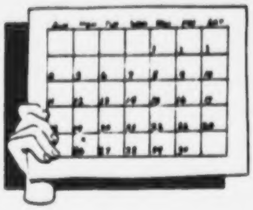
Next late arrival will result in permanent "pink slip" in personnel file.

COMMENT/INTERVENTION STRATEGY:

1.) Review with Tom and his mother the procedure for calling in ahead of late arrival.

2.) Make sure Tom can operate his own alarm clock.

3.) Reinforce Tom for arriving to work on time by having lunch with him after 5 consecutive "on time" days.



CHAPTER VI

Time Management for the Job Trainer

The time that a job trainer spends with each person on his or her caseload, as well as the number of workers that a job trainer is able to serve on a caseload, will be determined by a number of factors. The most critical factors are the severity of the disability of the workers with whom you work and the complexity of the jobs you are developing. Obviously, workers who are more severely disabled and jobs which are more complex will require more of the job trainer's job-site training and follow-up time. Experience will aid the job trainer in predicting approximately how much time a particular placement will require.

The information in this chapter will be helpful in monitoring the job trainer's time spent in various activities and in deciding on caseload distribution, follow-up schedules, and staffing patterns.

Recording Intervention Time

It is critical to keep an accurate account of how much time is spent with each worker in each activity during the various phases of job site training. This information yields both consumer-specific and general information regarding your program. A form such as that on page 115 is used to record the time spent in each activity for a particular worker. (A definition of each category on this form can be found on page 116.)

The recording of worker intervention time into categories enables the job trainer to determine the specific areas of strength and weakness for that placement. For example, if the job trainer notes that a large amount of time is spent counseling the family during the consumer assessment phase, he or she can plan to stay in close contact with the family during the job placement and job-site training periods. This may also indicate a need to find other sources of help for the family.

Analysis of intervention time during the initial stages of job-site training gives the trainer an idea of when to begin fading her or his presence from the job-site. A review of intervention data on a regular basis can also reveal that the job trainer is spending too much time in one specific area of job training and placement at the expense of another area where a problem may be occurring.

We determined an average amount of time it took to provide job-site training and follow-up services to our typical worker by looking at intervention time on over 200 workers placed into jobs over an eight year period. A job trainer should plan on an average of four weeks of full time training during the first month on-site with a worker - close to 100% of the work day. It is very important that a job trainer be able to commit at least this much time to a new placement. Remember that this is an average based on our experience, and some workers will require less time and some will require much more time for initial training and fading. After our clients had been on the job for six months, intervention time was gradually reduced to approximately 2 hours per week for each client. (For specific information on intervention time based on RRTC data, refer to the RRTC's newsletter, "From Research to Practice: The Supported Work Model of Competitive Employment," Volume 3, Number 2.)

Determining Staff/Client Ratios

Since the first month of job site training usually requires the full time presence of a job trainer, a supported work program begins with a one-to-one staff/worker ratio. It is most desirable to have one and one half staff assigned to each worker or, in other words, to assign a back-up trainer who can fill in during illness or emergencies. This back-up person will also be needed as initial job-site training ends and follow-up begins because someone must always be available for immediate job-site intervention whenever necessary. A second person available for job development, job-site training, and follow-up allows the other trainer to begin working with another individual on the referral list. Training should not begin with a client unless there is a staff member ready to devote 100% of the work day for an indefinite period of time to that worker!

With two full-time staff members or one and one half staff members, it is reasonable to place six to ten workers in competitive jobs during a twelve month period. The number of placements will depend in large part on functioning levels of the persons being served.

It is important to allot sufficient time in the early stages of your program to job development and consumer assessment. These processes can initially take several weeks or months, and the job trainers should be given the opportunity to establish rapport with workers, families, agencies and employers before placing anyone.

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REHABILITATION RESEARCH AND TRAINING CENTER

Consumer-Specific Intervention Time Recording Sheet

Fill in consumer name and SSN or affix pre-printed label here.

CONSUMER NAME: Tom B.
CONSUMER SSN: 223-98-6728

Fill in job coordinator name and ID code or affix pre-printed label here.

STAFF NAME: J. Trainer
ID CODE: 49

RECORDING PERIOD (MONTH/YEAR): ____________ REHAB. COUNSELOR ____________________

YEAR: 1986 DATE DAY/MONTH:	11/6	11/7	11/8	11/9	11/10	11/11	11/12	CATEGORY TOTAL ↓
INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. ACTIVE (consumer and job coordinator at job site)	4	3	3	2.5	2.5	2	2	19 hrs.
2. INACTIVE (between periods of active intervention)	2.5	2.5	2.5	2.0	1.0	1.5	1.5	13.5 hrs.
INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. TRAVEL/TRANSPORTING								
2. CONSUMER TRAINING								
3. PROGRAM DEVELOPMENT (task analysis & behavioral intervention programs)								
4. EMPLOYMENT ADVOCACY (work site related, includes consumer specific job development)								
5. NON-EMPLOYMENT ADVOCACY (non-work site related)								
6. SCREENING AND EVALUATION (screening consumer for service eligibility)								
TOTAL (daily)	6.5	5.5	5.5	4.5	3.5	3.5	3.5	32.5 hrs.

CONSUMER-SPECIFIC INTERVENTION TIME DEFINITIONS

INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING

1. TIME ACTIVE: Time at job site actually spent working with consumer, including active observation. Includes ANYTHING DONE TO ACTIVELY TRAIN THE CONSUMER.

2. TIME INACTIVE: Time spent on the job site between periods of active intervention. This is time during which YOU HAVE REMOVED YOURSELF FROM ACTIVE INVOLVEMENT WITH AND/OR ACTIVE OBSERVATION OF THE CONSUMER.

INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING

1. TRAVEL/TRANSPORT TIME: Time used either in traveling to a job site, to a meeting about a consumer, to the consumer's home, or in transporting a consumer anywhere.

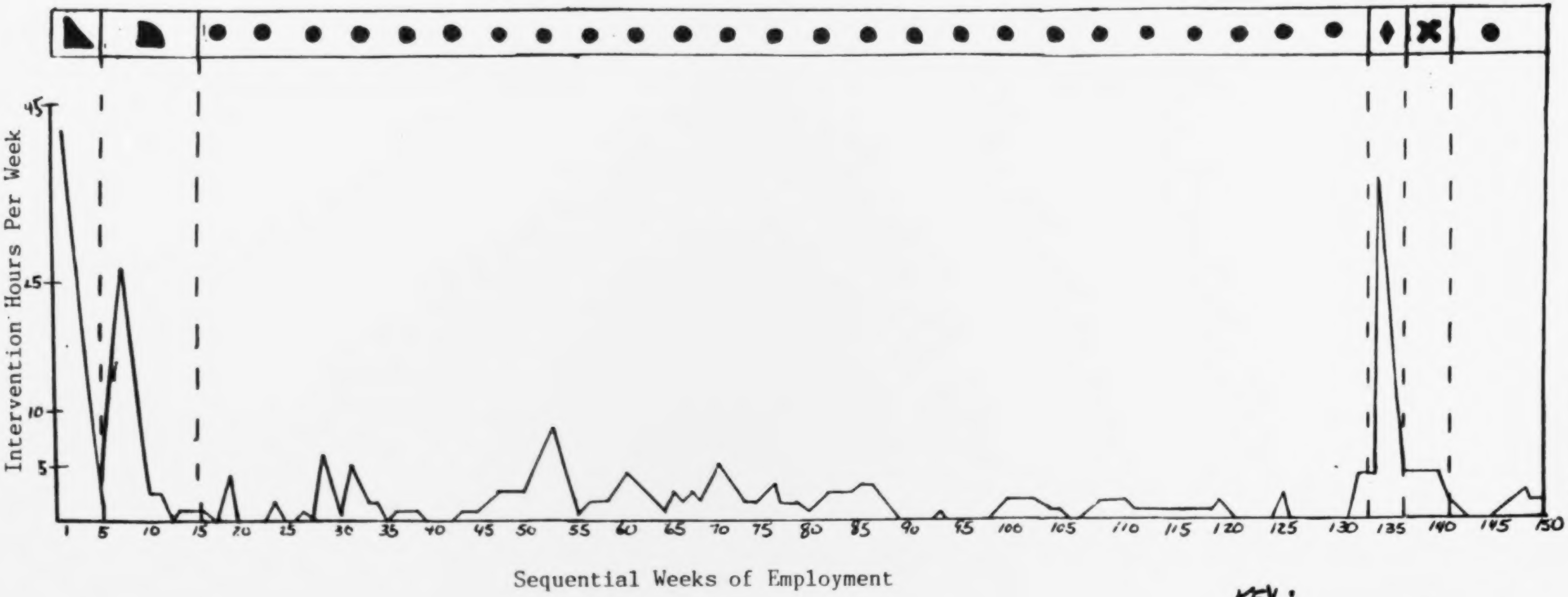
2. CONSUMER TRAINING TIME: Time spent TRAINING the CONSUMER in OTHER THAN DIRECTLY RELATED JOB SKILLS while he/she is NOT AT WORK. Examples are: money handling, grooming, counseling, bus training, family matters, etc.

3. CONSUMER PROGRAM DEVELOPMENT: This is time spent developing appropriate instructional plans (WRITING TASK ANALYSES AND BEHAVIORAL INTERVENTION PROGRAMS). Consumer-specific job development is NOT included here.

4. EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING for the consumer WITH JOB SITE PERSONNEL FOR PURPOSES DIRECTLY RELATED TO EMPLOYMENT. These persons would include EMPLOYERS, SUPERVISORS, CO-WORKERS, AND CUSTOMERS. Consumer-specific job development is also included here.

5. NON-EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING WITH PERSONS NOT DIRECTLY AFFILIATED WITH THE EMPLOYMENT SITE. These persons would include BUS DRIVERS, SCHOOL PERSONNEL, LANDLORDS, CASE MANAGERS, BANK PERSONNEL, PARENTS, etc.

6. CONSUMER SCREENING/EVALUATION: Time spent SCREENING CONSUMER REFERRALS to determine eligibility for services or evaluating eligible consumers. Any time spent analyzing any information relevant to a consumer's employment potential is included here. The following, when done for purposes of screening or evaluation would be included here: REVIEWING CONSUMER RECORDS; CONSUMER INTERVIEW; COMMUNICATION WITH PARENTS/GUARDIANS OR INVOLVED AGENCIES; OBSERVATION OF CONSUMER IN REAL OR SIMULATED WORK SETTINGS.



Graphic representation of data from
Consumer-Specific Intervention Time Recording
Sheet on Tom for a period of 150 weeks.

KEY:
◣ = Initial Training
◗ = Fade Site Training
● = Follow
♦ = Initial Training
NEW Position
✖ = Fade Site Training
NEW Position

Glossary

In order to increase the level of understanding and facilitate communication about the supported work approach, we have included our definitions of commonly used words, phrases, and concepts. The following list of important terms has been gleaned from the chapters of this manual.

We hope that these will be helpful to the reader when using the manual.

Adult service centers/Activity centers/ Developmental centers/Adult day programs: synonymous terms used to describe locations where programs take place for adults with moderate to profound mental retardation. Programs are designed to help workers develop greater independence and adjust more readily to their social environments.

Advocacy: in the supported work model, advocacy is any activity performed by a job trainer which promotes a retarded worker's success in a competitive job. This includes fostering positive attitudes toward retarded workers in general while helping a particular worker adjust to his or her work environment.

ARC (Association for Retarded Citizens): non-profit organization formed by concerned citizens for mentally retarded persons of all ages to help them secure the basic rights to which they are entitled.

Community-based: normalized settings in the community in which the number of persons who are handicapped approximates the normal occurrence of handicapping conditions in the total population.

Community job market screening: a general screening of the community in which potential employers and jobs that are appropriate for individuals who are mentally retarded are identified.

Competitive employment: regular jobs in the community, full or part-time, which are typically filled by nondisabled persons and which pay at least federal minimum wage.

Competitive work training site: a training site for persons who are mentally retarded located at a regular business in the community where training of competitive job tasks takes place.

Consumer assessment: the process of evaluating an individual's potential for successful competitive employment based on the following information: interviews and informal observations, interpretation of formal standardized evaluations, and behavioral assessment of skills and abilities.

Consumer-centered job placement: an approach to job placement for persons who are disabled in which the consumer is encouraged to assume primary responsibility for job development (i.e., the counselor directs and teaches the person to develop job seeking skills that will lead to employment.)

Employer contact: the process of contacting companies about specific job openings for workers who are mentally retarded.

Enclave: Sheltered employment in real work settings for persons with mental retardation. Workers are usually segregated from nonhandicapped workers into a work crew and usually earn a set amount of money for each piece of work.

Environmental analysis: systematic observation of a job site to determine primary job duties, critical vocational and nonvocational skills required, major work areas, and job tasks and time spent in each work area.

Fading: the process in which the job trainer, over a period of several weeks or months, slowly and systematically decreases his or her presence on the job site. The actual schedule of fading is determined by the worker's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the trainer is off- site.

Follow-along/Follow-up: the process of on-going assessment of a worker's job performance which begins after the job trainer has faded from the job-site. Methods of evaluating worker progress include written evaluations, periodic on-site visits, and telephone contact. These methods allow the job trainer to monitor a worker without being on the job-site on a daily basis and can last for an indefinite period of time.

Graduated guidance: a behavioral training technique in which maximum physical guidance, paired with a verbal cue, is initially provided on all sequential steps of a task. The physical assistance is systematically decreased as the learner independently performs portions of the task.

IEP: Individualized Education Program required for all handicapped students in public schools. Contains yearly goals and objectives for each student as determined by parent and teacher.

IHP/IWRP: Individual Habilitation Plan or Individual Written Rehabilitation Plan which is required by law if an individual is receiving services from a state rehabilitation agency; contains individual employment goals and training.

Individual placement model: See SUPPORTED WORK MODEL

Initial training phase: the period of direct instruction of job tasks provided by a job trainer to a worker with mental retardation on a competitive job site which can vary from several weeks to several months, depending on the skill level of the worker and the complexity of the job.

Intervention time/Consumer intervention: time spent by a job trainer working with a worker, either on or off the job-site. This includes time active (direct instruction) and inactive (observation, fading) on the job-site, as well as time spent working on a person's behalf off the job-site (eg., travel training, parent counseling, etc.).

Job analysis: a detailed, systematic recording of both specific job requirements and general work characteristics which is obtained from direct observation of the job site and from information obtained during the interview with the employer and coworkers.

Job bank: a system of recording employer contact information for future reference during the process of job development.

Job coach model: See SUPPORTED WORK MODEL

Job/worker compatibility analysis: the process of determining which potential workers are best suited for placement into an existing job opening or whether one of several job openings is more appropriate for a particular worker. This is done by comparing assessment data on each candidate to the job analysis data for the available position.

Job development/Job seeking/Job search: the process of locating competitive jobs in the community that are appropriate for persons with mental retardation. It consists of community job market screening, employer contact, and job analysis.

Job placement: the process of placing workers who are mentally retarded into competitive jobs in the community.

Job-related skills: skills needed to obtain or maintain a job but not necessarily related to the performance of a specific job duty. Such skills include learning to ride a city bus, proper grooming habits, using vending machines, purchasing food over the counter, and depositing a paycheck in the bank.

Job-site orientation and assessment: the period of time immediately after a worker has been placed on a job during which a job trainer becomes familiar with the job and analyzes all job duties into sequential, teachable components. This period typically lasts from two weeks to two months and requires that the trainer remain on the job for the entire work day.

Job-site training/On-site job training: direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker who is mentally retarded. This instuction, which takes place on a competitive job-site and in the community, utilizes behavioral training techniques and is comprised of the following phases: job orientation/assessment; initial training/skill acquisition; and skill generalization and maintenance/ fading.

Job trainer/Job coach/Job coordinator/Trainer-advocate: a professional or paraprofessional person who provides specialized job placement, job- site training, assessment and follow-along services to disabled persons who are difficult to place into competitive employment.

Job Training Partnership Act (JTPA): a federal legislative act, replacing the Comprehensive Employment and Training Act (CETA), which was signed into law effective October 1983. Under the Title II program of this act, job training will be provided to disadvantaged individuals, including the mentally disabled, who are facing serious barriers to employment and have special training needs if they are to obtain productive employment.

Least intrusive prompting: a behavioral training technique in which either a verbal, modeling, or physical prompt is provided to the learner on each sequential step of a task when not performed correctly. This method allows for completion of a task from beginning to end, regardless of the amount of assistance needed.

Medicaid/Medicare: government-subsidized programs which provide assistance with health care expenses for eligible aged, blind, and disabled persons.

Mobile work crews: paid work performed in the community by supervised workers who are mentally retarded and who travel to the locations where the work is to be done (e.g., yard or lawn maintenance and janitorial services).

NARC-OJT (National Association for Retarded Citizens On-the-Job Training Project): program that encourages businesses to provide job opportunities for mentally retarded individuals.

On-going assessment: the process of continuously monitoring and evaluating a worker's job performance through data collection, direct observation, and interaction with supervisors, coworkers, and family members.

On-task behavior: attending to an assigned task during a particular time period. On-task behavior must be operationally defined before it can be objectively evaluated.

Pre-employment training: the teaching of job skills and critical nonvocational skills that are of marketable value in community-based competitive jobs.

Probe: a task analytic assessment conducted during the skill acquisition and generalization phases of learning. Data collected from probes indicates how a worker performs a job duty without any prompting or reinforcement and is used to determine when direct instruction of a task can be withdrawn.

Projects with Industry (PWI): a private business partnership with the rehabilitation community to create job opportunities for handicapped people in the open competitive market. Training is provided in a realistic work setting with supportive services to enhance the employment success of persons with handicaps.

Prompt data: the number and kinds (verbal, modeling, or physical) of prompts which are being provided to the worker during the instruction of job tasks. Prompt data also indicate independent performance of the steps in a task analysis.

Prompts: assistance that is provided before a learner's response which increases the likelihood that a correct response will be performed and reinforced. Prompts are provided during the skill acquisition phase of learning and must be faded out before it can be established that learning of a task has occurred. Response prompts typically used during job-site training include verbal, gestural (modeling), and physical prompts.

Reinforcement procedures (positive): the presentation of consequences contingent upon a behavior which lead to an increase in the performance of that behavior. Reinforcers which occur naturally in a work environment include supervisor and coworker praise, pay checks, earned vacation time, and bonus payments.

Selective (or counselor-directed) job placement: an approach to job placement for persons who are disabled in which a counselor assumes primary responsibility for job development (i.e., job seeking, accompanying the person to scheduled interviews, and negotiating with the employer on behalf of the client for a commitment to hire).

Sequence of job duties: a sequential listing (from first to last) of the job duties which comprise a particular job position, as well as the time period in which the job duty occurs.

Sheltered workshop: Non-profit facility that provides rehabilitation and/or sheltered employment for individuals with mental retardation. Work is usually contract work and workers are paid on a piece-rate basis.

Simulated work setting: a training site for persons who are mentally retarded located at a sheltered workshop or day activity center where training of competitive job tasks takes place in an environment that is set up to look and function like a real work setting.

Skill acquisition: the initial phase of learning. During job site training, skill acquisition begins once the job trainer has completed a job/task analysis and is comfortable with the daily work routine. This phase involves behavioral training of job tasks through the use of reinforcement and prompting procedures; increasing rate of work production; and fading of instruction as the worker begins to perform independently.

Skill generalization and maintenance: the phases of learning after skill acquisition during which learning is demonstrated over time and across a variety of settings, materials, and trainers. During job-site training, skill generalization involves the fading of the job trainer's presence as the worker adapts to the work routine and as job supervisors and coworkers assume supervisory responsibilities.

Specialized industrial program/Benchwork model: An autonomous, community-integrated program for a small number of persons (6-8) with severe and profound mental retardation. It is run like a business with complex contract work whenever possible and is detached from any workshop or activity center.

Staff/consumer ratio/Caseload: the number of workers for which a job trainer is responsible to provide job-site training and follow-up services.

Supplemental Security Income (SSI) and Social Security Disability Income (SSDI): federal income maintenance programs, run by the Social Security Administration, for the aged, blind, and disabled which provide monthly cash payments to eligible persons.

Supported employment services: services characterized by being on-going throughout the length of employment, usually directed to persons with severe handicaps who could not work without this form of assistance, and comprehensive in providing job placement, job site training and follow-along. Supported employment can also refer to other types of paid employment such as enclaves, mobile work crews, specialized industrial programs (benchwork/subcontract model), and supported jobs.

Supported jobs model: a rehabilitation approach which provides supported employment services to persons with severe disabilities in competitive employment. This model is procedurally similar to the supported work model of competitive employment, but differs structurally in that the individuals served are hired by a specialized not-for-profit service organization which provides the intensive placement, training, and follow-along support necessary to maintain these individuals in employment. In addition, the workers are generally paid sub-minimum wage through a Department of Labor certificate held by the non-profit organization.

Supported work model of competitive employment/
Supported competitive employment/Job coach model/
Individual placement model: a rehabilitation approach which provides supported employment services to individuals with severe disabilities in competitive employment. This model utilizes a job trainer or job coach who provides intensive support to the worker in the form of job placement, job-site training, and on-going assessment and follow-along for as long as necessary in order for the worker to maintain employment.

Targeted Jobs Tax Credit (TJTC): a federal tax credit program, administered through state employment agencies or job services, which gives a tax break to employers who hire individuals from one of seven target groups.

Task analysis (TA): the break down of a task into its component parts. A task analysis is completed by observing a competent person perform the particular task in question and recording each step in sequential order.

Task analytic assessment/Task analytic approach: use of a task analysis to determine a persons's level of independent performance. The steps of a TA are recorded on a data sheet and the person asked to perform a job task; a symbol for either correct or incorrect performance is recorded by each step.

Transitional employment: a temporary paid employment, usually in competitive settings with some degree of OJT (on the job training) or even a limited amount of professional staff assistance at the job site initially.

Transitional employment services: services which are time-limited; that is, the structured job placement and job site training provided to disabled workers is gradually stopped as the worker becomes independent. No on-going assessment or follow-along is usually provided.

Work production rate: the speed at which a particular job duty is performed based on an average or standard rate of production by nonhandicapped workers performing the same job.

Resource Guide

On the following pages we have provided a list of written and audio/visual materials related to Virginia Commonwealth University's Rehabilitation Research and Training Center's supported work approach to competitive employment. This resource list will be updated quarterly as new materials are generated.

Due to the overwhelming number of requests we receive, we regret that we are unable to forward requested materials at no cost.

In addition, the RRTC's Research to Practice monograph and monographs which were produced under Project Employability can be ordered through ERIC (Educational Resources Information Center). We have included abstracts of the monographs, as well as a sample order form.

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
RESOURCE LIST

Richard Melia, Project Officer

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*Perspectives on supported employment - 8 page topical report - August, 1985.

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*These are available directly from the VCU-RRTC.
**These are available directly from the VCU-RRTC for a fee.

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The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers

1986 (Revised)

Edited by:
Sherril Moon
Patricia Goodall
Michael Barcus
Valerie Brooke

This manual was developed for persons who are directly involved in the placement and training of citizens with mental retardation in community-based competitive jobs. The process which is described and the corresponding forms which are included are based on work done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center (RRTC). The manual, prepared by the RRTC Training Division, is a procedural guide for professionals who wish to implement this job training approach.

The chapters in the manual include job development, client assessment, job placement, job site training, and follow-up which represent the activities that a job trainer must be able to accomplish in order for the individual with severe handicaps to get and hold a competitive job. The chapters include staff and time management, the glossary of terms, and the supported work model. In addition, in order to illustrate the use of the may forms described throughout the manual, completed forms are included at the end of each section. This revised edition includes a set of blank forms.

Critical Issues Related to Supported Competitive Employment

September, 1985

Edited by:
Sherril Moon
Patricia Goodall
Paul Wehman

The papers in this volume are derived from the initial National Symposium on Employment for Citizens with Mental Retardation which the Rehabilitation Research and Training Center held in April of 1984. These articles describe issues related to behavioral training in competitive employment programs, parent involvement, school-based programs, and longitudinal training results of competitive employment programs in two states, Virginia and Vermont. There are two papers specifically related to systems change at the local level (Alexandria, Virginia) and at the state level (Washington state).

We believe these papers will be a useful resource for undergraduate and graduate students, local and state officials involved in planning employment programs, and selected educators in university settings.

Vocational Training and Curriculum for Multihandicapped Youth with Cerebral Palsy
1985

Wendy Pietruski, M.Ed.
Roberta Goodwyn, O.T.R.
Jane Everson, M.Ed.
Paul Wehman, Ph.D.

This curriculum guide describes a vocational training program in areas involving technology for youth with multiple handicaps. The process which is described and the forms which are included are based on the work of the Vocations in Technology project. The manual describes the process of identifying realistic employment opportunities in the community, developing and implementing a classroom vocational training curriculum based on community analyses, providing for community based work experience externships, and implementing a formalized transition planning procedure. In addition, sections on administrative considerations, adaptations and modifications, examples of task analyses, and resources are included.

The information in this curriculum guide will be useful for parents and professionals in the fields of special education, developmental disabilities, rehabilitation, and occupational and physical therapy.

VENDORIZATION

Outline and Support Materials to Assist in the Preparation of Proposals to Provide Time-Limited and On-Going Services Within a Program of Supported Employment
1986

Mark L. Hill

This manual was prepared as an aid to any person or agency interested in improving the employability of persons with disabilities and is designed to be applicable in many modalities of supported employment. The process which is described and the forms included are based on work done at Virginia Commonwealth University through the Rehabilitation Research and Training Center (RRTC). The manual, prepared by the Director of Special Projects Division at the RRTC, is a procedural guide for the enhancement of supported employment strategies through the development of working interagency prototypes (service modality and financial arrangement). Key components collaboration, attention to local agencies and the local environment, and adherence to accepted finance and budget methods.

Sections included in the manual are: definitions of time-limited and on-going support services; currently identified models fitting the definition of supported employment; contract for service funding prototype for time-limited and on-going support services within an existing service system; individually authorized units of service; establishing annual service costs; estimated agency ratio of support for time-limited and on-going employment services; and follow along components. Appendices contain samples of materials for inclusion in proposals for the provision of vendor services.

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Data Management System Operations Manual

1986

Compiled by:
RRTC Research Division

This manual is designed to assist individuals or agencies in developing a tracking system for following comsumers who have been placed into competitive employment. The forms included were developed by the Virginia Commonwealth University Rehabilitation Research and Training Center (RRTC) and have been in use at the center for evaluating consumers and job sites.

Sections in the manual include consumer file organization, referral forms, release forms, screening forms, placement and separation forms, intervention time sheets, supervisor evaluations, consumer updates/evaluations, and consumer worksheets. Directions for form use are also included.

Data Management

Longitudinal Data File Codebook (Data Dictionary)

Compiled by:
P. David Banks, Research Division
Mark L. Hill, Special Projects Division
Janet W. Hill, Research Division
1986

This document was prepared as an aid for persons interested in establishing a data base on consumers served by their program. The information included is based on the data collection activities performed over the past seven years at Virginia Commonwealth University through Project Employability and the Rehabilitation Research and Training Center (RRTC). Designed as a companion to the RRTC Data Management Operations Manual (available on separate order), this document may be used as a model data dictionary for organizations implementing a computer-based data management system. It shows how data collected on the various forms described in the Operations Manual is stored in and accessed from computer files.

There are three major sections in this document. The first is a brief description of the file organization and a summary of the keys available in the files. The second is a description of the format of each file, with variable names and descriptions, record and column numbers, and format names for each variable. The last section is a list of all formats which shows the correspondence of variable values to labels. Information in this manual is specifically applicable to systems employing Statistical Analysis System (SAS) software and generally applicable to other statistical and data base packages.

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PROJECT
TRANSITION INTO EMPLOYMENT

Rehabilitation Research and Training Center
Virginia Commonwealth University

1314 West Main Street
Richmond, Virginia 23284-0001
(804) 257-1851

School-to-Work Transition for Youth with Severe Disabilities

1985

Edited by
Pat McCarthy, Jane Everson, Sherril Moon, and Mike Barcus

This monograph was developed to provide current information on all components of the transition from school to work process for youth with severe disabilities. The monograph is designed for professionals in education, vocational rehabilitation, mental health/mental retardation, and parents. The four major sections of the monograph include:

Section I: Introduction

A discussion of the major issues surrounding the development and implementation of transition procedures.

Section II: Transition from School to Employment Process

A series of articles addressing a model for establishing school to work transition procedures, involving parents in the process, and accepting and managing territorial issues in interagency and interdisciplinary processes.

Section III: Employment Training in the Schools

Strategies for designing vocational training programs for school age youth with severe disabilities in the school and local community.

Section IV: Supported Employment

A series of articles written by nationally known experts on the various models of supported employment currently available: enclaves in industry, mobile work crews, supported competitive employment, and the benchwork model. Ideas for providing these models by restructuring existing programs are also included.

Clip below and mail to:
Virginia Commonwealth University
Project Transition Into Employment
VCU Box Number 2011
Richmond, VA 23284-0001
ATTN: J. Everson

- -

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"developing interagency transition teams"

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We are pleased that the following monographs titled Competitive Employment for Persons with Mental Retardation: From Research to Practice, Volume I and Vocational Training and Placement of Severely Disabled Persons, Volume I, Volume II, and Volume III have been selected for inclusion in the Educational Resources Information Center (ERIC) data base. Abstracts of these documents are included for your information.

Microfiche or paper copies may be ordered from ERIC by sending the enclosed order form and personal check for cost of reproduction and postage. Please indicate on the order form the document you desire:

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ERIC INFORMATION: ED No. 259 523, 428 pages

Competitive Employment for Persons with Mental Retardation: From Research to Practice

(Volume I, 1985)

Edited by:
Paul Wehman, Ph.D. and Janet W. Hill, M.S.Ed.

This monograph represents original work which has been developed since the Rehabilitation Research and Training Center (RRTC) on Mental Retardation was established at Virginia Commonwealth University in Richmond.

Section I: General Papers and Studies Related to Competitive Employment of Individuals With Mental Retardation

In this section, two types of papers are presented. First, there are several position papers describing values which are important in employment programs and how a supported work approach can enhance competitive employment opportunities for persons with mental retardation. The second type of paper in this section is empirical. Longitudinal data on the performance of mentally retarded workers placed since 1978 has been collected and analyzed. There are several studies which examine demographic characteristics of this population, the benefit/cost aspects of a supported work program, and the reasons for client failure.

Section II: Transition From School to Work

The papers in this section focus on a variety of follow-up data on graduates from special education programs in Virginia. These data include employment status and independent living competencies. A lead paper in the section presents a model for vocational transition, followed by papers on the public school role in improving employment opportunities and how teachers can improve curriculum.

Section III: Parent Involvement

Parents have long been left out of the employment planning process for their sons and daughters who are handicapped. Yet viable competitive employment programs rarely work without a full partnership with parents. In this section we present survey data on parental attitudes toward work, guidelines for parents in advocating employment for their sons and daughters, and an inventory of the skills parents think are most important for training.

Section IV: Behavioral Training Strategies

It is clear that a supported work approach to competitive employment involves competent on-site job coaches who are skilled in behavioral training strategies. The papers in this section address some of the problems which may occur when working with difficult-to-place individuals. They are: work rate, punctuality, banking skills, and appropriate work-related social skills. This section addresses these concerns, as well as the design and implementation of effective behavioral intervention programs during job site training.

ED 176 110 CE 022 748

Wehman, Paul, Ed. Hill, Janet W., Ed.
Vocational Training and Placement of Severely Disabled Persons.
Project Employability - Volume I.
Virginia Commonwealth University, Richmond, Virginia
Spons. Agency - Virginia State Department of Vocational Rehabilitation, Richmond
Pub Date - 79
Note - 229 p.; Some of the charts in this document will not reproduce well due to small or broken type.
Pub Type - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors - Adults, Behavior Change, Behavior Development, Data Bases, Employment, Employment Interviews, Employment Qualifications, Entry Workers, Evaluation Methods, *Job Placement, Job Skills, *Mentally Handicapped, Program Development, *Severely Handicapped, *Skill Development, *Vocational Education, *Vocational Rehabilitation
Identifiers - *Project Employability

Eleven papers on the vocational training and placement of severely disabled persons are presented in this monograph. The titles are as follows:

"Project Employability: Toward Competitive Employment for Severely Disabled Individuals"
"Vocational Evaluation of Severely and Profoundly Retarded Citizens"
"Considerations in Facilitating the Entry of Severely Developmentally Disabled Individuals into Competitive Employment"
"Project Employability Observation and Recording System"
"Development of a Data-Based Pre-Employment Training Program for Moderately to Severely Retarded Adults"
"Placement of Severely Developmentally Disabled Individuals into Competitive Employment: Three Case Studies"
"An Orientation Manual for Employers Who Hire Severely Developmentally Disabled Individuals"
"Job Placement of Severely Disabled Persons: Year One Progress Report"
"Evaluation of Two Shaping Strategies on the Work Production of Mentally Retarded Adults"
"Use of Client Administered Reinforcement to Facilitate Independent Work Behavior in Two Mentally Retarded Adults"
"Developing Job Interview Skills in Severely Developmentally Disabled Clients" (JH)

ED 195 070 EC 130 847

Wehman, Paul, Ed., Hill, Mark, Ed.
Vocational Training and Placement of Severely Disabled Persons, Project Employability - Volume 2
Virginia Commonwealth University, Richmond, Virginia, School of Education
Spons. Agency - Virginia State Department of Vocational Rehabilitation, Richmond, Virginia
Pub Date - 80
Note - 198p.
Pub Type - Reports - Descriptive (141) - Guides Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage
Descriptors - Employment, *Employment Potential, *Job Placement, *Mental Retardation, *On the Job Training, Parent Attitudes, Productivity, Program Descriptions, *Severe Disabilities, *Vocational Education
Identifiers - *Project Employability

The document presents 12 papers on the vocational training and placement of severely disabled persons based partly on Project Employability, which involves the placement and on the job training of the severely disabled. Titles and authors include:

"Placement of Severely Disabled Individuals into Competitive Employment - A Two Year Progress Report, 1978 - 1980" (P. Wehman, et al.)
"Training and Advocacy in Job Placement of Severely Handicapped Workers" (P. Wehman)
"Fading Staff Assistance in an On-the-Job Training Program" (P. Wehman, M. Hill)
"An Analysis and Evaluation of the Failures of Severely Disabled Individuals in Competitive Employment" (L. Kochany, J. Keller)
"Employer and Nonhandicapped Coworker Perceptions of Moderately and Severely Retarded Workers" (M. Hill, P. Wehman)
"An Analysis of Supervisor Evaluations of Moderately and Severely Retarded Workers (M. Hill, et al.)
"Parental Attitudes Toward Vocational Training and Placement of Mentally Retarded Adults" (J. Pentecost, Jr.)
"Parental Perceptions of Employment for Severely Disabled Individuals - A 12-Month Assessment" (P. Goodall, et al.)
"Improving the Work Productivity of a Mentally Retarded Woman in a City Restaurant" (S. White, K. Kennedy)
"Reducing Noncompliance and Inappropriate Verbal Behavior in a Moderately Retarded Food Service Worker - Use of a Systematic Fading Procedure" (L. Kochany, et al)
"Maintaining the Employability of a Severely Retarded Food Service Worker - Use of a Changing Criterion Program" (J. Keller)
"Reactivity and Its Effect on Performance of Severely Handicapped Food Service Trainees" (J. Fisher, et al) (DLS)

ED 218 864 EC 143 129

Wehman, Paul, Ed. Hill, Mark, Ed.
Vocational Training and Placement of Severely Disabled Persons, Project Employability - Volume III
Virginia Commonwealth University, Richmond, Virginia, School of Education
Spons. Agency - Rehabilitation Services Administration (ED), Washington, DC
Pub Date - 82
Note - 221p.
Pub Type - Reports - Research (143) - Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage
Descriptors - Adults, *Demonstration Programs, Followup Studies, *Job Placement, *Moderate Mental Retardation, Postsecondary Education, Program Descriptions, *Program Effectiveness, *Severe Mental Retardation, Vocational Adjustment, *Vocational Education
Identifiers - *Project Employability

The document contains nine papers reporting the effectiveness of Project Employability, a program to demonstrate and evaluate a training model providing job site training, advocacy, and long term followup for severely disabled individuals.

In "Job Placement and Follow-up of Moderately and Severely Handicapped Individuals - An Update After Three Years," P. Wehman, et al. describe results of a three year job placement project in Virginia which served 63 clients.
Among findings reported in "Cost Benefit Analysis of Placing Moderately and Severely Handicapped Individuals into Competitive Employment" (M. Hill, P. Wehman) is that in less than three years the efforts of Project Employability have returned funds to the tax base.
"Disincentives to Employment in the Disability Benefit Program" (W. Revell, Jr.) reviews and analyzes the supplemental social security income system for severely disabled individuals.
"The Job Placement Process - Implications for Severely Disabled Individuals" is the topic of a paper by P. Goodall, et al.
Another paper by M. Hill et al. titled "Considerations for Replication of a Job Placement Program for Severely Disabled Persons" offers a list of guidelines and criteria for evaluating the viability of a program and its location for competitive employment.
Problems which interfere with potential employability are considered in "Facilitating Employment for Moderately and Severely Handicapped Youth - Overcoming Problems in Secondary Programs" (P. Wehman, et al.)
A case study of two moderately retarded adults in a social interaction training program is presented in "Improving the Social Interactions Between Moderately Retarded and Nonretarded Coworkers - A Pilot Study" by K. Stanford and P. Wehman.
An eighth paper (by M. Hill, et al.) describes "Strategies in the Follow-Up of Moderately and Severely Handicapped Competitively Employed Workers."
Results culled from 239 supervisor evaluation forms are reported in the final paper - "A Three Year Analysis of Supervisor Evaluations of Moderately and Severely Handicapped Workers" by M. Hill and B. Bruff (SB)

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Revised April 1986

Blank Forms

We have provided the following blank forms for your convenience. Please remember that we are constantly updating and revising our forms at the RRTC and we assume that each organization will adapt the forms to suit their own needs and purposes. We ask only that you reference the Virginia Commonwealth University Rehabilitation Research and Training Center on the form, whether you adapt the form or use it as is.

(PLEASE NOTE: although you may duplicate and disseminate the material contained in this manual, it must not be for profit to any individual or organization. All materials contained herein are copyrighted.)

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Community Job Market Screening Form

Date Completed: ______________ Completed by: ______________

1. GENERAL SCREENING

List job openings that occur frequently (derive from classified ads, employment service listings, public service ads, etc.):

JOB TITLE/TYPE OF WORK	GENERAL REQUIRMENTS

2. SPECIFIC SCREENING

List potential appropriate companies or industries in this community to contact for job openings.

CURRENT

Company/Contact Person	Type of Work	Address/Phone

DEVELOPING

Company/Contact Person	Type of Work	Address/Phone

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Contact Sheet

*Date of Initial Contact: ______________________________

Initiated by: ______________________________

Method: Phone Visit Letter

Name of Company: ______________________________

Address: ______________________________

Phone: ________________ On busline? __________

Name of Contact Person: ______________________________

Title of Position: ______________________________

General Response: ____ Interested ____ Position Available

____ Not Interested ____ Position Not Available

____ Position Not Appropriate

Comments: ____

____

____

____

____

____

____

____

____

*Further contact with company recorded on reverse side.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Contact Sheet

DATE	VISIT	PHONE	LETTER	REACTION/COMMENTS

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Employer Interview Form

Company: ______________________________ Date: __________________
____
______________________________ Phone: __________________

Person Interviewed: ______________________________
Title: ______________________________

Job Title: ☐ Rate of Pay: __________
Work schedule: ______________________________
____
Company benefits: ______________________________
____
Size of company (or number of employees): ______________________________
Volume and/or pace of work:
Overall: ____________________ This position: ____________________
Number of employees in this position: ______________________________
During the same hours: ______________________________
Written job description available: ______________________________
Description of job duties: (Record on Sequence of Job Duties Form)
Availability of supervision (estimate percentage of time): __________
____
Availability of coworkers (direct or indirect): ______________________________
____
Orientation skills needed (size and layout of work area): __________
____

What are important aspects of position:
Speed ___ vs. Thoroughness ___ Judgment ___ vs. Routine ___
Teamwork ___ vs. Independence ___ Repetition ___ vs. Variability ___
Other: ______________________________
What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? ______________________________
____
____
Describe any reading or number work that is required: ______________________________
____
What machinery or equipment will the employee need to operate? __________
____

OBSERVATIONAL INFORMATION:
Appearance of employees: ______________________________
____
Atmosphere:
_____ Friendly, cheerful
_____ Busy, relaxed
_____ Slow, relaxed
_____ Structured, orderly
_____ Aloof, indifferent
_____ Busy, tense
_____ Slow, tense
_____ Unstructured, disorderly
Other: ______________________________
Environmental characteristics (physical barriers, extremes in temperature, etc.): ______________________________

Comments: ______________________________
____
____
____

SIGNATURE/TITLE: ______________________________

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Sequence of Job Duties Form

☐ Daily
(Job duties remain
the same from day to day)

☐ Varies day to day
(If checked here, complete a
separate form for each different
sequence)

If above box is checked, indicate
day for which this form is completed:

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat ☐ Sun

Approximate Time	Job Duty

Comments: ______________________________

SIGNATURE/TITLE: ______________________ DATE: __________

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VIRGINIA COMMONWEALTH UNIVERSITY
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Environmental Analysis

JOB: ____________ EVALUATOR: ____________ DATE: ____________

1) WORK AREA: ____________

MAJOR
DUTIES: ____________
____
____
____
____
____

CRITICAL
SKILLS: ____________
____
____
____
____
____

WORK RATE EST: ____________

TIME (begin/end)
IN THIS AREA ____________

2) WORK AREA: ____________

MAJOR
DUTIES: ____________
____
____
____
____
____

CRITICAL
SKILLS: ____________
____
____
____
____
____

WORK RATE EST: ____________

TIME (begin/end)
IN THIS AREA ____________

3) WORK AREA: ____________

MAJOR
DUTIES: ____________
____
____
____
____
____

CRITICAL
SKILLS: ____________
____
____
____
____
____

WORK RATE EST: ____________

TIME (begin/end)
IN THIS AREA ____________

4) WORK AREA: ____________

MAJOR
DUTIES: ____________
____
____
____
____
____

CRITICAL
SKILLS: ____________
____
____
____
____
____

WORK RATE EST: ____________

TIME (begin/end)
IN THIS AREA ____________

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Job Analysis Form

Fill in Consumer's Name
and SSN or affix pre-printed label.

[ ]

Consumer: ______________________________

SSN: ______________________________

Company: ______________________________

DOH: ______________ Code: ______________
[ ]

Fill in Job Coach's Name and
ID Code or affix pre-printed label.

[ ]

Staff: ______________________________

ID Code: ______________________________

[ ]

Name of Person Completing Form: ____

Analysis Date: __ __ /__ __ /__ __ (month/day/year)

Type: Initial __________ On-going __________

Company's Address: ____________________________ Phone #: ______________________

Supervisor's Name: ____________________________ Title ______________________

Job Title: ____________________________ Current Hourly Rate ________________

Number of Hours Per Week ________________________ Months Per Year ________________

Is monthly gross income $300.00 or more? yes_____no_____

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!
Indicate the most appropriate response for each item based on observations of the job and interviews with employers, supervisors, and coworkers. For yes/no items circle either yes or no for each item. *Indicate under each item whether it is considered IMPORTANT (I) or NOT IMPORTANT (NI) in this particular job.

---

1. Schedule	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
I NI	Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

2.	Travel Location	On Public or Handicapped Transportation Route	Off Public or Handicapped Transportation Route
	I NI	________	________

Specifics/Comments:

3.	Initiation of Work/Motivation	Staff Will Prompt to Next Task	Volunteering Helpful	Initiation of Work Required
	I NI	________	________	________

Specifics/Comments:

4.	Strength: Lifting and Carrying	Very Light Work (4-5 lbs)	Light Work (10-20 lbs)	Average Work (30-40 lbs)	Heavy Work (> 50 lbs)
	I NI	________	________	________	________

Specifics/Comments:

5.	Endurance	Work Required for < 2 Hours; No Breaks	Work Required for 2-3 Hours; No Breaks	Work Required for 3-4 Hours; No Breaks	Work Required for > 4 Hours; No Breaks
	I NI	________	________	________	________

Specifics/Comments:

6.	Orienting	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
	I NI	________	________	________	________	________

Specifics/Comments:

7.	Physical Mobility I NI	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities	
		______	______	______	

Specifics/Comments:

8.	Work Rate I NI	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
		______	______	______	______

Specifics/Comments:

9.	Appearance Requirements I NI	Grooming of Little Importance	Cleanliness Only Required	Neat and Clean Required	Grooming Very Important
		______	______	______	______

Specifics/Comments:

10.	Communication Required I NI	None/Minimal	Key Words/ Signs Needed	Unclear Speech Accepted	Clear Communununication in Sentences/ Signs Needed
		______	______	______	______

Specifics/Comments:

11.	Appropriate Social Interactions I NI	Social Interactions Not Required	Responding Appropriately Required	Interactions Required Infrequently	Interactions Required Frequently
		______	______	______	______

Specifics/Comments:

12.	Behavior Acceptance Range	Many Unusual Behaviors Accepted	Few Unusual Behaviors Accepted	No Unusual Behaviors Accepted	
	I NI	______	______	______	

Specifics/Comments:

13.	Attention to Task/Perseverence	Frequent Prompts Available	Intermittent Prompts/High Supervision Available	Intermittent Prompts/Low Supervision Available	Infrequent Prompts/Low Supervision Available
	I NI	______	______	______	______

Specifics/Comments:

14.	Sequencing of Job Duties	Only One Task Performed at a Time	2-3 Tasks Required in Sequence	4-6 Tasks Required in Sequence	7 or more Tasks Required in Sequence
	I NI	______	______	______	______

Specifics/Comments:

15.	Daily Changes in Routine	No Task Changes	2-3 Task Changes	4-6 Task Changes	7 or More Changes
	I NI	______	______	______	______

Specifics/Comments:

16.	Reinforcement Available	Frequent Reinforcement throughout Task	Reinforcement Daily	Reinforcement Weekly	Minimal Reinforcement/ Pay Check Only
	I NI	______	______	______	______

Specifics/Comments:

17. Employer Attitude	Very Supportive of Workers with Disabilities	Supportive with Reservations	Indifferent to Workers with Disabilities	Negative toward Workers with Disabilities
I NI	______	______	______	______

Specifics/Comments:

---

18. Employer's Financial Requirements	Financial Incentives Not Necessary	Requires Tax Credit or Incentive (e.g., TJTC, OJT)
I NI	______	______

Specifics/Comments:

---

19. Object Discrimination	Does Not Need to Distinguish between Work Supplies	Must Distinguish between Work Supplies with an External Cue	Must Distinguish between Work Supplies
I NI	______	______	______

Specifics/Comments:

---

20. Time	Time Factors Not Important	Must Identify Breaks/Meals/ Etc.	Must Tell Time to the Hour	Must Tell Time to the Minute
I NI	______	______	______	______

Specifics/Comments:

---

21. Functional Reading	None	Sight Words/ Symbols	Simple Reading	Fluent Reading
I NI	______	______	______	______

Specifics/Comments:

---

22. Functional Math	None	Simple Counting	Simple Addition/ Subtraction	Complex Computation Skills
I NI	____	______	_______	_____

Specifics/Comments:

---

23. Benefits of Job:

Yes/No 0 = None
Yes/No 1 = Sick Leave
Yes/No 2 = Medical/Health Benefits
Yes/No 3 = Paid Vacation/Annual Leave
Yes/No 4 = Dental Benefits
Yes/No 5 = Employee Discounts
Yes/No 6 = Free or Reduced Meals

---

24. Street Crossing	None	Cross 2 Lane Street with Light	Cross 2 Lane Street without Light	Cross 4 Lane Street with Light	Cross 4 Lane Street without Light
I NI	____	_______	_______	______	______

Specifics/Comments:

CHECK ALL THAT APPLY TO POSITION:

Bus Tables ________
Food Prep. ________
Buffing ________
Dusting ________
Stocking ________
Sweeping ________
Assembly ________
Vacuuming ________

Restroom Cleaning ________
Washing Equipment ________
Dish Machine Use ________
Mopping (Indust.) ________
Food Line Supply ________
Trash Disposal ________
Food Serving ________
"Keeping Busy" ________

Clerical ________
Pot Scrubbing ________
Other ________

COMMENTS:

1. Size of company (or number of employees): ________

2. Volume and/or pace of work (slow, medium, fast):

Overall: ________ This position: ________

3. Rate of employee turnover (percentage):

Overall: ________ This position: ________

4. Number of supervisors ____________________

Rate of turnover ________________________

5. Number of employees in this position: ____________

During the same hours: ____________

6. Number of non-handicapped employees
in immediate area
(50 ft. radius): ____________

7. Is this position visible to the public? ______________

8. Written job description available? _______________

9. What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? ________________________________

____

10. Environmental characteristics (physical barriers, extremes in temperature, etc.): ________________________________

____

____

11. Level for Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with nonhandicapped persons are with caregivers or service providers. Example: Sheltered Workshop, Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with nonhandicapped coworkers or supervisors is minimal. Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with nonhandicapped coworkers or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

Additional Comments: ____

____

____

____

____

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Referral and Placement Policies Form

The Rehabilitation Research and Training Center (RRTC), supported by a grant from the National Institute of Handicapped Research (U. S. Department of Education) is a five (5) year program designed to explore and improve employment for individuals with mental retardation. Among the many services to be provided by the RRTC is job placement and on-site instruction of job duties for persons who are severely disabled mentally retarded.

Referrals for this service must come through the Virginia Department of Rehabilitative Services. Persons interested in this service should contact their rehabilitation counselor. The counselors will determine if the RRTC's services are appropriate.

Additional services to be provided by the RRTC are continued research which will help identify the best strategies in placement initiatives and supported work training activities. Furthermore, the program will provide national dissemination of information pertaining to the employment of citizens with mental retardation. The Center is currently funded for a five year period through April, 1988.

Target Population and Referral Guidelines

(1) The RRTC's target population is persons who are mentally retarded. In July 1984 the RRTC was approved as a vendor for the Virginia Department of Rehabilitative Services (DRS). This enables the program to expand services provided to DRS consumers. The RRTC will be reimbursed by DRS for training persons who might previously have been excluded from receiving employment services.

(2) The individual must require special training; that is, in order to insure that this service is provided to those in greatest need, there must be some documented reason why this person would require special services for employment.

(3) The person must be willing to work. S/he need not possess the precise skills for a given job; however, the desire to work should be present.

Referrals

(1) If you are interested in referring someone who may have employment potential, but who would require special training or extended follow-up services, please contact the Virginia Department of Rehabilitative Services for an assigned counselor. Additionally you may contact:

Wendy Wood, Director
Employment Services Division
VCU-RRTC
Richmond, Virginia 23284-0001
Telephone: (804) 257-1851

Currently services are available in Richmond, Virginia Beach, and Norfolk. Additional sites may be established based on demand.

(2) After a referral form is received and the previous evaluations are submitted, a screening session will then be arranged with the individual and the feasibility of a job placement will be discussed with the rehabilitation counselor. Consumer information will be assessed in order to determine a potential job match and to estimate the on-site training that would be needed. When an opening arises, a job coordinator will contact the referring person/agency to establish transportation, hours, and other joint concerns.

(3) Assistance toward transportation needs is often required of the referring agency, parents or guardians. Although some rides can be provided, transportation over an extended period is not possible.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Referral Form

Instructions: Please provide information on all items unless unavailable.

Date of referral: ______________________

1. Social Security Number of Consumer ____________________

2. Name of Consumer ____
Last First M.I.

3. Name of County or City of Residence ________________________________

4. Sex of Consumer ______________________

5. Address and Phone Number of
____
Street
______________________, ______________ _________
City State Zip
____
(Area Code) Home Phone

6. Date of Birth ________________________

7. Please indicate name and address of the primary person responsible for this referral:

________________________ Agency Name

____
Last First
____
Street
___________________, _____________
City State
___________ ___________________
Zip Phone

8. Guardian Information

Please note: If this referral is accepted into the RRTC active file of potential job candidates, a brief questionnaire will be sent to the guardian to complete our consumer history files.

Guardian Name: ____________________________________
Last First
Address: ______________________________________
Street
________________, ______________ _______
City State Zip
________________ __________________
Home Phone Work Phone

Type of Relationship:
1 = Natural parent
2 = Legal guardian/relative
3 = Group home or other service provider
4 = none
5 = other (specify: ______________________________)

Services

9. Has this individual ever received government financial aid in the following areas?

	Yes	No
SSI	______	______
SSA	______	______
Medicaid	______	______
SSDI	______	______
Other: ______________	______	______

10. Previous or current services from Department of Rehabilitative Service ______ ______

11. Consumer Disability

______ Mental Retardation

a. Level or range of retardation: ______________________
(Please give I.Q. score whenever possible.)

______ Mental Health
a. Diagnosis/Describe: ______________________________

12. ______ DRS Case Status for this client as of ______________ was which of the following? Circle one:

01 - case finding
02 - referral
06 - extended evaluation (workshop-Woodrow Wilson evaluation)
10 - eligibility/acceptance of case
12 - plan/TWRR
14 - implementation-guidance and counseling
16 - physical restoration/mental restoration
18 - training program
20 - ready for employment
22 - starts work
23 - services interrupted
26 - closed from 22
28 - closed not working
31 - transferred out/moved and transferred case
32 - post-employment (open case-provide services to keep job)
33 - transferred in
35 - closure services

13. ______ What is the severity status of this consumer according to DRS records?

1 - severe
2 - non-severe

14. Please include with this referral the following records if they are available, Psychological ______, Medical ______, Vocational ______, Educational ______, Evaluations.

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VIRGINIA COMMONWEALTH UNIVERISTY
REHABILITATION RESEARCH AND TRAINING CENTER
Receipt of Referral Form

TO: ______________________________
FROM: Rehabilitation Research and Training Center
DATE: ______________________________

This is to acknowledge that the referral on ______________________ was received by the Rehabilitation Research and Training Center on __________

A screening of the individual's records will be performed to determine if this person is in the RRTC'S target population. If so, an employment screening and evaluation will be arranged with the individual as soon as possible. The following records are necessary to complete the referral process:

_____ most recent psychological evaluation
_____ medical records
_____ vocational evaluation
_____ educational records
_____ other specify: ____________________________
_____ all necessary records have been submitted, thank you.

Please keep in mind that we are targeted to serve individuals whose primary disability is moderate mental retardation or lower. In some cases, persons with mild mental retardation and a secondary handicap can be accepted.

The Research and Training Center's small direct service staff and its commitment to on-site job training and follow-up services for each worker necessarily restricts the number of persons we are able to serve. The individual who is best suited to an available position will be placed first, regardless of the date of referral. Therefore, referral to the Research and Training Center should not be considered as the sole rehabilitation plan for a client, but as another source of services.

We regret not being able to provide competitive work for every individual referred to our program. However, we will notify you immediately if a competitive placement is imminent for your client.

Thank you for your referral to the Rehabilitation Research and Training Center.

SIGNATURE: ______________________ TITLE: ______________________

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Consumer Employment Screening Form

Fill in Consumer Name and SSN or affix pre-printed label.

[ ]

Consumer: ______________________

SSN: ______________________

Company: ______________________

DOH: __________ Code: __________

[ ]

Fill in Job Coach's Name and ID Code or affix pre-printed label.

[ ]

Staff: ______________________

ID Code: ______________________

[ ]

Name of Person Completing Form ______________________________

Date of Screening __ __ /__ __ /__ __ (month/day/year)

Type: Initial ________ Ongoing/Employed ________ Ongoing/Unemployed ________

Number of Hours Worked Per Week __________ Months Worked Per Year __________

Consumer's Address ______________________________

Phone #: (_____) ______________

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!

Indicate the most appropriate response for each item based on observations of the consume and inteviews with individuals who know the consumer (i.e. family members, adult service providers, school personnel, employers). For items with yes/no beneath them, circle either yes or no for every item.

1.	Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
		Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

---

2. Transportation	No Available Transportation	Has Access to Specialized Travel Services	Lives on Bus Route	Family Will Transport	Provides Own Transp. (Moped, Bike, Car, Walks, Etc.)
	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

---

3. Initiative/ Motivation	Avoids Next Task	Waits for Directions	Sometimes Volunteers	Always Seeks Work
	____	____	____	____

Specifics/Comments:

---

4. Strength: Lifting and Carrying	Poor (4-5 lbs)	Fair (10-20 lbs)	Average (30-40 lbs)	Strong (> 50 lbs)
	____	____	____	____

Specifics/Comments:

---

5. Endurance	Works < 2 Hrs; No Breaks	Works 2-3 Hrs; No Breaks	Works 3-4 Hrs; No Breaks	Works > 4 Hrs; No Breaks
	____	____	____	____

Specifics/Comments:

---

6. Orienting	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
	____	____	____	____	____

Specifics/Comments:

7. Physical Mobility	Poor Ambulation/ Sit/Stand in One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities	
	________	________	________	

Specifics/Comments:

---

8. Independent Work Rate (No Prompts)	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
	________	________	________	________

Specifics/Comments:

---

9. Appearance	Unkempt/ Poor Hygiene	Unkempt/ Clean	Neat/Clean But Unmatched	Neat/Clean and Matched
	________	________	________	________

Specifics/Comments:

---

10. Communication	Uses Sounds/Gestures	Uses Key Words/Signs	Speaks Unclearly	Communicates Clearly in Sentences/Signs
	________	________	________	________

Specifics/Comments:

---

11. Appropriate Social Interactions	Does Not Interact	Responds Appropriately	Initiates Social Interactions Infrequently	Initiates Social Interactions Frequently
	________	________	________	________

Specifics/Comments:

12.	Unusual Behavior	Many Unusual Behaviors	Few Unusual Behaviors	No Unusual Behaviors	
		______	______	______	

Specifics/Comments:

13.	Attention to Task/ Perseverance	Frequent Prompts Required	Intermittent Prompts/High Supervision Required	Intermittent Prompts/Low Supervision Required	Infrequent Prompts/Low Supervision Required
		______	______	______	______

Specifics/Comments:

14.	Independent Sequencing of Job Duties	Cannot Perform Tasks in Sequence	Performs 2-3 Tasks in Sequence	Performs 4-6 Tasks in Sequence	Performs More than 7 Tasks in Sequence
		______	______	______	______

Specifics/Comments:

15.	Adapting to Change	Rigid Routine Required	Adapts to Change with Great Difficulty	Adapts to Change with Some Difficulty	Adapts to Changes
		______	______	______	______

Specifics/Comments:

16.	Reinforcement Needs	Frequent Reinforcement throughout Tasks	Reinforcement Daily	Reinforcement Weekly	Reinforcement/ Pay Check Sufficient
		______	______	______	______

Specifics/Comments:

17. Family Support	Negative about Work	Indifferent about Work	Supportive of Work with Reservations	Very Supportive of Work
	________	________	________	________

Specifics/Comments:

---

18. Consumer's Financial Situation	Unwilling to Give up Financial Aid	Requires Part-Time Job to Avoid Loss of Benefits	Requires Job with Benefits	Financial Ramifications No Obstacle
	________	________	________	________

Specifics/Comments:

---

19. Discrimination Skills	Cannot Distinguish between Work Supplies	Distinguishes between Work Supplies with an External Cue	Distinguishes between Work Supplies
	________	________	________

Specifics/Comments:

---

20. Time Awareness	Unaware of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time to the Hour	Can Tell Time in Hours and Minutes
	________	________	________	________

Specifics/Comments:

---

21. Functional Reading	None	Sight Words/ Symbols	Simple Reading	Fluent Reading
	________	________	________	________

Specifics/Comments:

22. Functional Math	None	Simple Counting	Simple Addition/ Subtraction	Complex Computational Skills
	_____	_____	_____	_____

Specifics/Comments:

23. Benefits consumer needs or presently has:

Yes/No 0 = None
Yes/No 1 = Sick Leave
Yes/No 2 = Medical/Health Benefits
Yes/No 3 = Paid Vacation/Annual Leave
Yes/No 4 = Dental Benefits
Yes/No 5 = Employee Discounts
Yes/No 6 = Free or Reduced Meals

24. Independent Street Crossing Skills	None	Crosses 2 Lane Street with Light	Crosses 2 Lane Street without Light	Crosses 4 Lane Street with Light	Crosses 4 Lane Street without Light
	_____	_____	_____	_____	_____

Specifics/Comments:

CHECK ALL THAT CONSUMER HAS PERFORMED:

Bus Tables _____
Food Prep. _____
Buffing _____
Dusting _____
Stocking _____
Sweeping _____
Assembly _____
Vacuuming _____

Restroom Cleaning _____
Washing Equipment _____
Dish Machine Use _____
Mopping (Indust.) _____
Food Line Supply _____
Trash Disposal _____
Food Serving _____
"Keeping Busy" _____

Clerical _____
Pot Scrubbing _____
Other _____
_____
_____
_____
_____

25. Handling Criticism/Stress	Resistant/ Argumentative	Withdraws into Silence	Accepts Criticism/ Does Not Change Behavior	Accepts Criticism/ Changes Behavior
	____	____	____	____

Specifics/Comments:

26. Acts/Speaks Aggressively	Hourly	Daily	Weekly	Monthly	Never
	____	____	____	____	____

Specifics/Comments:

27. Travel Skills	Requires Bus Training	Uses Bus Independently/ No Transfer	Uses Bus Independently/ Makes Transfer	Able to Make Own Travel Arrangements
	Yes/No	Yes/No	Yes/No	Yes/No

Specifics/Comments:

Medications? ______________________________

____

____

Medical Complications/Conditions? ______________________________

____

____

Additional Comments: ______________________________

____

____

____

____

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Job/Worker Compatibility Analysis Form

Analysis Date: ______________ Company: ________________________________ Job Title: ____________________

Employment Factor:	*Considered Critical to Position	*Consumer Name: ___________	*Consumer Name: ___________	*Consumer Name: ___________
(1) Availability				
(2) Transportation				
(3) Initiation/Motivation				
(4) Strength				
(5) Endurance				
(6) Orienting				
(7) Physical Mobility				
(8) Work Rate				
(9) Appearance				
(10) Communication				
(11) Social Interactions				
(12) Unusual Behavior				
(13) Attention to Task				
(14) Sequencing of Tasks				
(15) Adapting to Change				
(16) Reinforcement Needs				
(17) Family Support				
(18) Financial Concerns				
(19) Object Discrimination				
(20) Time Awareness				
(21) Functional Reading				
(22) Functional Math				
(23) Street Crossing				
**TOTAL:				

Compatibility: (List consumers' names beginning with the one currently most compatible and ending with the one currently least compatible.)

____

____

____

____

*Indicate by placing an "X" in the column.

**Number of "X's" under consumer name that match a corresponding "X" under critical to position column.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER

Individualized Task Analysis and Special Training Strategies

Trainee: ______________________________ Job Site: ______________________________

Job Trainer: ____________________________ Job Title: ______________________________

Approximate Times	Task Performed	Task Analysis - Diagrams - Special Training Techniques

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Reinforcement Questionnaire

Name ______________________________

D.O.B. ______________________________

Trainer ______________________________

*What are some things you like to do when you are alone in your leisure time?

______________________________ ______________________________

______________________________ ______________________________

*What group activities do you enjoy doing in your free time?

______________________________ ______________________________

______________________________ ______________________________

*Please list hobbies or games you enjoy.

______________________________ ______________________________

______________________________ ______________________________

*Please list hobbies or games you would like to learn.

______________________________ ______________________________

______________________________ ______________________________

*Do you like listening to music?

Yes _____ No ____

*List type of music you enjoy or two songs you enjoy.

____

____

*Name two people you enjoy spending time with.

____ Relationship: ____________

____ Relationship: ____________

*If you had $.50 what would you buy? ______________________________

$1.00 ______________________________

$5.00 ______________________________

$25.00 ______________________________

*What are some gifts you have given to friends and relatives?

______________________________ ______________________________

______________________________ ______________________________

Signature: ______________________________

Date: ______________________________

The following questions/items may have to be asked of parents, teachers, or other people who know this individual. When the consumer is able to communicate verbally, it is a good idea to get this information from him/her as well as from significant others.

(1) List activities people familiar with individual have observed him/her participating in.

______________________________ ______________________________

______________________________ ______________________________

(2) List tangible items that people familiar with individual have observed him/her enjoy.

______________________________ ______________________________

______________________________ ______________________________

(3) List any privileges that could be utilized with this individual.

______________________________ ______________________________

______________________________ ______________________________

Signature: ______________________________

Relationship: ______________________________

Length of time you have known this person: ______________________________

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Task Analytic Recording Sheet

Trainer: ______________________
Trainee: ______________________
Environment: ______________________
Instructional Cue: ______________________

Program																				
4. 1	Place 10 pots in sink #1																			
4. 2	Remove one pot from sink #1, empty water and place on counter, right of sink																			
4. 3	Grasp pot in upright position, with nondominant hand, pick up green scouring pad with dominant hand																			
4. 4	Scour the bottom inside surface of the pot until all visible food particles are loosened																			
4. 5	Position pot on its side and scrub inside wall of pot until all visible food particles are loosened																			
4. 6	Continue to rotate pot in a clockwise fashion until all inside wall surfaces are scoured																			
4. 7	Dip pot in sink #1, empty water out of pot																			
4. 8	Visually inspect pot for remaining food particles, rescrubbing any necessary spots																			
4. 9	Dip pot again in sink #1, visually inspect for remaining food and spot scour as needed																			
4.10	Turn pot over, bottom facing up																			
4.11	Scrub bottom of pot																			
4.12	Position pot on its side and scour outside wall of pot until all visible food particles are loosened																			
4.13	Continue to rotate pot in a clockwise fashion until all outside wall surfaces are scoured																			
4.14	Dip pot in sink #1, pour out water. Visually inspect for remaining food particles, rescouring as needed																			
4.15	Drop pot in sink #2																			
4.16	Repeat steps 2 through 13 until all pots in sink #1 have been scoured																			
4.17	Dip pot in sink #2 (verbal cue "dip and throw")																			
4.18	Place in sink #3																			
4.19	Continue until the original 10 pots and pans are in sink #3																			
4.20	Take pots out os sink #3 and place on counter to drain																			
4.21	Repeat steps 4.1 through 4.18																			
Total correct steps																				
Percent correct steps																				

Code: + = independent/correct
- = incorrect
V = verbal prompt
M = modeling prompt
P = physical prompt

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Task Analytic Recording Sheet

Trainer: ______________________
Trainee: ______________________
Environment: ______________________
Instructional Cue: ______________________

Program																				
Total correct steps																				
Percent correct steps																				

Code: + = independent/correct
- = incorrect

V = verbal prompt
M = model prompt
P = physical prompt

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Directions for Collecting Probe Data

1. Have the worker move to the appropriate work area unless movement is part of the task analysis.

2. Stand beside or behind the worker so that you do not interrupt work flow.

3. Say to the worker, "Scrub the pots."

4. Do not provide any prompts or reinforcement.

5. Record beside each step of the task analysis a (+) for correct performance or a (-) for incorrect performance.

6. After the worker has finished the task, stop the worker and begin training the task.

Direction for Collecting Prompt Data

1. Have worker move to appropriate work area unless movement is part of the task analysis.

2. Stand behind or beside worker so that you can quickly provide prompts when necessary.

3. Say to worker, "Scrub the pots."

*4. Wait 3-5 seconds for self-initiation of Step 1.

5. If correct, record (+) and proceed to Step 2.

6. If no response is given provide verbal prompts specific to step.

7. If correct, record (V) by step, and proceed to Step 2.

8. If no response is given after verbal prompt, provide model or gestural prompt specific to Step 1, with same verbal prompts.

9. If correct response is given, record (M) by step and proceed to Step 2.

10. If no response is given after a model prompt, provide a physical prompt to complete the step.

11. Record a (P) by the step and proceed to Step 2.

12. Repeat this procedure for each step until the worker completes the entire task.

*After a few seconds, go ahead and provide the prompt so that the worker does not make an error.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Production Rate Recording Form

NAME: ______________________ MONTH: ______________________

TASK: ______________________ *STANDARD: ______________________

DATE	TIME STARTED TASK	TIME ENDED TASK	TOTAL TIME WORKED	UNITS COMPLETED	% OF STANDARD
			AVERAGE:		

(* STANDARD is the average number of units completed by nonhandicapped coworkers performing the same task within a specified period of time.)

$$\frac{\text{Number of units completed within specified time frame}}{\text{Standard number of units completed within same time frame}} = \text{RATE}$$

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Sample of Work Regularity
Percent Time On-Task

Trainee: ______________________ Job Site: ______________________

Trainer: ______________________ Job Title: ______________________

Date	Observation Period	Time Start	Time End	10 Second Intervals + = on-task; - = off-task	Percent Time On-Task	Job Duty
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					
	12.					
	13.					
	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
	20.					

20 Session Totals:

20 Session Average:

Definitions

On-Task: ______________________

Off-Task: ______________________

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Instructional Format

Specific Skills:

Materials and Equipment Required:

Instructional Objective:

Instructional Cue:

Type of Reinforcer:

Task Analysis	Teaching Procedures/Modifications

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER

Supervisor's Evaluation Form

Fill in Consumer Name and SSN or affix pre-printed label.

[ ]
Consumer: ____________________

SSN: ____________________

Company: ____________________

DOH: ________ Code: ____________
[ ]

Fill in Job Coordiantor's Name and ID code or affix pre-printed label.

[ ]
Staff: ____________________

I.D. Code: ____________________

[ ]

Date: __ __ / __ __ / __ __

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other workers' performance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

6. Communication with the employee is not a problem.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

7. The employee attends to job tasks consistently.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Below Standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the RRTC staff?

_____ YES _____ NO

Additional Comments: ____

____

____

____

____

____

SIGNATURE: ______________________________

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Supervisor's Evaluation Record Sheet

Bi-Monthly 1st 2 months
Monthly for 2nd 2 months
Quarterly Thereafter

Employee:____________________ Supervisor:____________________

Job Site:____________________ Address:____________________

Date Hired:____________________ City, State:____________________

Zip Code:____________________

Date Presented	Date Returned	Follow-up Prompt If Not Returned In 2 Weeks (Date)	Results of Follow-up Prompt: Returned? (Date)	
			YES	NO

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH AND TRAINING CENTER
Progress Report

Employee's Name: ____________________ Date: ____________________

Job Trainer: ____________________ Date of Hire: ____________________

All items which pertain to your performance are circled below:

1) The employee
   - (a) generally arrives and leaves on time
   - (b) maintains good attendance
   - (c) takes meals and breaks appropriately
   - (d) maintains a good appearance

Comments on un-circled items: ____

____

2) The employee has
   - (a) mastered all aspects of present job
   - (b) mastered many, but not all aspects of job (specify): ____________________
   - (c) not mastered essential aspects of job to date (specify): ____________________

3) In order for the employee to follow directions regarding the job, the supervisor and job trainer
   - (a) can just give verbal instructions
   - (b) have to give many gestures as well as verbal instructions
   - (c) have to show the employee exactly what to do before he/she knows what to do

4) The employee is
   - (a) fast-pace worker
   - (b) regular-paced worker
   - (c) sometimes a slow worker
   - (d) slow worker

Aspects of job which your family or guardian could help you with at home to improve your performance at work: ____________________

____

____

Positive aspects of work performance: ____________________

____

JOB TRAINER'S SIGNATURE: ____________________

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Parent/Guardian Questionnaire

Please respond to each of the ten items below by circling one of the words/phrases under each item that best summarizes your opinion or feeling about that item. This information will be used in a strictly confidential manner to help insure ________________________ continued success in working.

1. S/he behaves appropriately at home.

1	2	3	4
Always	Most of the time	Sometimes	Never

2. S/he enjoys her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

3. S/he has difficulty getting ready for his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

4. S/he is motivated to earn money in his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

5. S/he is careful to maintain a neat appearance when reporting to work.

1	2	3	4
Always	Most of the time	Sometimes	Never

6. S/he behaves appropriately when outside the home.

1	2	3	4
Always	Most of the time	Sometimes	Never

7. S/he complains about the job.

1	2	3	4
Always	Most of the time	Sometimes	Never

8. His or her transportation to and from work is a problem for the family.

1	2	3	4
Always	Most of the time	Sometimes	Never

9. S/he speaks positively about the job supervisors and co-workers.

1	2	3	4
Always	Most of the time	Sometimes	Never

10. We are worried that s/he is going to lose the job for some reason.

1	2	3	4
Always	Most of the time	Sometimes	Never

11. Do you wish to meet with a representative from the RRTC staff?

_______ YES _______ NO

Comments: ____

____

____

____

____

____

____

SIGNATURE: ______________________

DATE: ______________________

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Behavior Management Program:
Elimination of an Inappropriate Vocalization

1. Behavior: The appropriate vocalization is defined as sucking air through the nostrils causing the vocal chords to vibrate and produce an unpleasant noise (i.e., snorting).

2. Data Collection: Rate of behavior data will be collected on the number of occurrences of the behavior which can be heard from the center of the room. Start and stop times will be recorded and converted to total time. Rate will be determined based upon number of occurrences per hour. In addition, antecedents will be noted when known. Data will be recorded a minimum of three times per day by Charlie's job coordinator.

3. Previous Behavior Programs: Charlie has been noted to engage in the behavior up to 50 times per hour. Previously, attempts to decrease the behavior have included verbal reprimands and reinforcement (mint, verbal praise hand shake) for absence of the behavior. Suspension has been previously discussed with Charlie's manager.

4. Behavioral Objective: To decrease snorting behavior to five occurrences from 1:30 - 3:30.

5. Intervention Program: DRO and application of an aversive stimulus (suspension).

    A. First occurrence (begin at 1:30):

        a. Show Charlie a visual representation of the quantity 5.
        b. Charlie will be told in a firm voice, "No, you must blow your nose."
        c. He will then be accompanied to the loading dock, told to blow his nose, and praised for the appropriate behavior. No other interactions should occur.
        d. Indicate to Charlie the loss of one chance through visual representation while at loading dock.

    B. Occurrences 2-4:

        a. Charlie will be told in a firm voice "You know what to do, now do it."
        b. Repeat procedures c and d above.

    C. Occurrence 5 (record time of this occurrence):

        a. Repeat procedures b-d above
        b. Indicate to Charlie that he has lost his fifth and last chance.
        c. Tell him it is time to leave.
        d. Direct Charlie to car (indicate anger); no other interactions should occur.
        e. While driving Charlie home, do not interact with him.
        f. Dramatize anger to Charlie's mother when Charlie gets home.

    D. A back-up trainer will be available (Charlie will be unaware of the second trainer's presence) to complete Charlie's job duties for the day.

6. Program Evaluation: The program will be evaluated for its effectiveness one week from the date it is initiated. If the behavior has increased or no change has occurred, the program will be terminated. If the behavior has decreased, the amount of time in which the program is in effect will be gradually increased in half hour increments (i.e., 1:00, 12:30, 12:00, etc.) until the program is in effect for Charlie's entire work day. The program will continuously be evaluated on a bi-weekly basis.

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Incident Report

DATE:

LOCATION:

ANTECEDENT(S):

INCIDENT OR RESPONSE:

CONSEQUENCE:

RESULT:

COMMENT/INTERVENTION STRATEGY:

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Consumer-Specific Intervention Time Recording Sheet

Fill in consumer name and SSN or affix pre-printed label here.

CONSUMER NAME: ____________________

CONSUMER SSN: ____________________

Fill in job coordinator name and ID code or affix pre-printed label here.

STAFF NAME: ____________________
ID CODE: ____________________

RECORDING PERIOD (MONTH/YEAR): ____________ REHAB. COUNSELOR ____________________

DATE YEAR: ______ DAY/MONTH:	/	/	/	/	/	/	/	CATEGORY TOTAL ↓
INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. ACTIVE (consumer and job coordinator at job site)								
2. INACTIVE (between periods of active intervention)								
INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING (Hours:Minutes)								
1. TRAVEL/TRANSPORTING								
2. CONSUMER TRAINING								
3. PROGRAM DEVELOPMENT (task analysis & behavioral intervention programs)								
4. EMPLOYMENT ADVOCACY (work site related, includes consumer specific job development)								
5. NON-EMPLOYMENT ADVOCACY (non-work site related)								
6. SCREENING AND EVALUATION (screening consumer for service eligibility)								
TOTAL (daily)								

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CONSUMER-SPECIFIC INTERVENTION TIME DEFINITIONS

INTERVENTION TIME DIRECTLY RELATED TO JOB SKILLS TRAINING

1. TIME ACTIVE: Time at job site actually spent working with consumer, including active observation. Includes ANYTHING DONE TO ACTIVELY TRAIN THE CONSUMER.

2. TIME INACTIVE: Time spent on the job site between periods of active intervention. This is time during which YOU HAVE REMOVED YOURSELF FROM ACTIVE INVOLVEMENT WITH AND/OR ACTIVE OBSERVATION OF THE CONSUMER.

INTERVENTION TIME INDIRECTLY RELATED TO JOB SKILLS TRAINING

1. TRAVEL/TRANSPORT TIME: Time used either in traveling to a job site, to a meeting about a consumer, to the consumer's home, or in transporting a consumer anywhere.

2. CONSUMER TRAINING TIME: Time spent TRAINING the CONSUMER in OTHER THAN DIRECTLY RELATED JOB SKILLS while he/she is NOT AT WORK. Examples are: money handling, grooming, counseling, bus training, family matters, etc.

3. CONSUMER PROGRAM DEVELOPMENT: This is time spent developing appropriate instructional plans (WRITING TASK ANALYSES AND BEHAVIORAL INTERVENTION PROGRAMS). Consumer-specific job development is NOT included here.

4. EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING for the consumer WITH JOB SITE PERSONNEL FOR PURPOSES DIRECTLY RELATED TO EMPLOYMENT. These persons would include EMPLOYERS, SUPERVISORS, CO-WORKERS, AND CUSTOMERS. Consumer-specific job development is also included here.

5. NON-EMPLOYMENT ADVOCACY TIME: Time spent ADVOCATING WITH PERSONS NOT DIRECTLY AFFILIATED WITH THE EMPLOYMENT SITE. These persons wold include BUS DRIVERS, SCHOOL PERSONNEL, LANDLORDS, CASE MANAGERS, BANK PERSONNEL, PARENTS, etc.

6. CONSUMER SCREENING/EVALUATION: Time spent SCREENING CONSUMER REFERRALS to determine eligibility for services or evaluating eligible consumers. Any time spent analyzing any information relevant to a consumer's employment potential is included here. The following, when done for purposes of screening or evaluation would be included here: REVIEWING CONSUMER RECORDS; CONSUMER INTERVIEW; COMMUNICATION WITH PARENTS/GUARDIANS OR INVOLVED AGENCIES; OBSERVATION OF CONSUMER IN REAL OR SIMULATED WORK SETTINGS.

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